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ABSTRACT

This guidebook is designed for use in teaching students enrolled in secondary pre-employment laboratory education (PELE) child care programs. The first of two major sections includes an overview for teachers in planning, conducting, and evaluating a child care program. Specific topics discussed in section 1 include (1) the school-operated center, (2) the public child care center, (3) student selection, (4) scheduling, (5) laboratory experiences, (6) classroom instruction, and (7) evaluation. Section 2 presents the PELE child care curriculum. Lesson plans are presented within eight areas: introduction to child care services, environment, development, behavior, routines, children's program, special groups, and center management. Each lesson plan follows a typical format that includes six parts: subject title, competency, objectives, sub-competencies, laboratory skills, and classroom concepts. A detailed reference list is appended. (LRA)

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PRE-EMPLOYMENT LABORATORY EDUCATION

CHILD CARE GUIDEBOOK

Materials Developed and Distributed by

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Texas Tech University
College of Home Economics
Department of
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FOREWORD

Purposes for vocational education outlined by the 1976 Education Amendments include maintaining existing programs of vocational education, developing new programs of vocational education, and developing and carrying out vocational education programs within each state so as to overcome sex discrimination and sex stereotyping in vocational education programs. The Education Amendments provide for encouraging both males and females to prepare for combining the roles of homemakers and wage earners. The Vocational Act of 1963 and the Vocational Amendments of 1968 focused attention on the need for more occupational education programs for students at the high school level. Educators have become increasingly concerned about students who graduate or leave school without the vocational preparation for earning a living and who therefore fail to become contributing members of society. The 1963 Act and the Amendments of 1968 and 1976 have provided opportunities for schools to offer additional educational programs to help meet the vocational needs of students of both sexes in our competitive and technological society.

The gainful employment programs are not, in any sense, meant to replace the homemaking education courses directed toward homemaking. More and more persons in our society are assuming the dual role of homemaker and wage earner. Home economics thus has the responsibility for helping men and women meet the demands of both of these roles. An additional responsibility is that of providing training for students who may be interested in occupations related to home economics.

In summary, some of the reasons education for employment is appropriate in home economics are the following: with an increasing number of women employed outside the home, both men and women need preparation for the dual roles they are assuming; there is an increasing need for personnel in the service occupations related to home economics; the number of jobs for unskilled workers is decreasing; more and more jobs require training of some kind; and current information indicates the desirability for all secondary students to graduate with a saleable skill.

We, as home economists, must both meet the challenge to provide students with opportunities for gainful employment training while they are in high school and encourage them to consider advanced training after graduation.

The various subject-matter areas of home economics are relevant to a variety of occupations. There is a need in many occupations for employees who have had some training, but not necessarily a college degree or even college credit. During the past few years, an increasing number of people eat outside the home, leave their children in child care centers, purchase ready-made clothing, desire alterations or repairs on their clothing, want help with decorating their homes, and require clean, pleasant surroundings in homes, hotels, motels, hospitals, schools, and public buildings. With the expanded demand for services, the need for more trained employees in the areas of care and guidance of children; clothing management, production, and services; food management, production, and services; home furnishings, equipment, and supplies; and institutional and home management and supportive services is apparent.

The Home Economics Pre-Employment Laboratory Education program is an occupational program which helps students prepare for the world of work or for advanced education in these occupational areas. Many students who participate in this program continue their educations either in technical schools or in colleges; others become full-time employees upon graduation.

The Child Care Guidebook is designed for use in teaching students enrolled in PELE Child Care programs. The guidebook covers competencies needed by entry-level workers in a variety of child care jobs.

The following concepts are included: introduction to child care services, environment, development, behavior, routines, children's program, special groups, and center management.

This information included in this publication is presented in two sections. The first section includes an overview for teachers on planning, conducting, and evaluating a PELE Child Care program.

The second section includes these child care concepts and subconcepts:

Introduction to Child Care Services introduces the student to PELE Child Care through instruction on laboratory orientation, child care centers, child care staff, the children, parents, and career opportunities.

The concept environment includes study of facilities, equipment and supplies, space use, health, safety, nutrition, and clothing.

The unit on development covers characteristics of children's development, physical development, intellectual development, language development, emotional development, and social development.

An understanding of behavior is developed through lessons on characteristics of children's behavior, guidance, and discipline.

Ability to carry out routines at the child care center is acquired through study of routine activities, arrival and departure, toileting and washing, meals and snack time, nap or rest time, dressing and undressing, and preparation and cleanup as they relate to the daily operation of the child care facility.

Ability to plan, prepare, carry out, and evaluate a children's program involves learning classroom management and program planning, teaching methods and skills, play and play activities, art activities, music and rhythmic activities, language activities, social awareness activities, mathematical activities, health and safety education, science and nature activities, field trips, resource persons, parties, and special activities appropriate for children of different ages.

Ability to work with special groups is developed through classroom and laboratory activities on infants and toddlers, handicapped children, and mentally retarded children.

Center management is learned through study of and participation in management procedures, records, storage, and distribution of materials and supplies, and communications.

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SECTION ONE

OPERATION OF A PELE CHILD CARE PROGRAM

OPERATION OF A PELE CHILD CARE PROGRAM

Overview of Program

The Home Economics Pre-Employment Laboratory Education Child Care program provides classroom instruction and laboratory experiences for high school students preparing for employment in an occupation related to child care. Students in grades 10, 11, and 12 who are interested in working in the field of child care are eligible for this program.

The PELE Child Care program is designed to provide technical instruction and practical experience necessary for seeking entry-level employment in care and guidance of children. Upon completion of two years in the program, students should have acquired the competencies required of entry-level employees. The child care programs should provide instruction in all the competencies listed at the beginning of Section Two: PELE Child Care Curriculum, page 33. Students should also be knowledgeable about additional education and experience required for advancement in the field.

The laboratory experiences may be conducted in a child care laboratory on the high school campus which operates under the direction of the PELE teacher or in a public child care center near the school.

The School-Operated Center

When the school considers setting up a school-operated child care center, teachers and administrators should contact the Texas Education Agency homemaking consultant serving the school district and early childhood professionals in the community and school system for advice. State child care regulations should be studied. Local officials administering building and health codes should also be consulted.

Facilities and Equipment

The facility should meet the minimum space requirements stated in the current Vocational Homemaking Education Program Standards (Texas Education Agency). The Suggested Equipment List for High School Home Economics Pre-Employment Laboratory Education--Child Care Program (Figure 1, pages 15-25) identifies approvable equipment and shows two acceptable floor plans. Within funds available, equipment on the list is reimbursable according to the district's current percentage assignment for state participation in equipment funding. Request for equipment reimbursement is made on Form VOC 052 R 75, Reimbursable Equipment Schedule. Items to be purchased are selected from bids submitted according to the local school district's policy. Major equipment (items costing $100 or more per unit) and minor equipment (items costing less than $100 per unit) must be listed separately. All items listed must be properly and adequately described including size and capacity when applicable. When completed, send three copies of the Reimbursable Equipment Schedule to the Document Control Center, Room 237, Texas Education Agency, 201 East Eleventh Street, Austin, Texas, 78701.

The laboratory should have 40 square feet of unencumbered indoor space per child plus 150 square feet of fenced outdoor play area per child. This insures adequate indoor and outdoor space for the children who attend and provides space for effective participation of secondary students. Plans for the facility must be approved by the Texas Education Agency homemaking education consultant serving the school district.

In planning an in-school child care facility, consideration should be given to both indoor and outdoor needs of the program. The indoor laboratory space should be designed to insure a good learning environment for both the children and the secondary students. The entrance should be attractive and spacious enough to accommodate parents, students, and children as they come and go. Children's lockers should be near the entrance area. A large playroom with low dividers, which can be used for storage and to protect play from interference, also permits easy supervision and observation of children from throughout the room. Low windows let in plenty of light and permit the children to see out as well. The children's toilet and washroom should open off the playroom. A staff room with an adjacent toilet and wash basin should also join the playroom. The staff room can be used for conferences with parents and PELE students. It should have a telephone and a locked file for records. Adequate storage space for supplies and equipment is essential. Water should be available for mixing paints, washing soiled clothes, cleaning up after messy play, and for enriching children's play experiences. There should be provisions for drying wet clothing and for work space for making and repairing equipment.

Provisions for a healthy, safe, and attractive environment are important. Heating and ventilation should be adequate. Shades or blinds should be provided to protect against glare. Floors should be easy to clean and given a nonslip finish. Hazards such as open stairwells or open railings should be eliminated. Equipment should be well-maintained. Fire hazards should be eliminated and fire extinguishers and fire exits provided as recommended by fire authorities. The facility should also be attractive to the children.

An observation room should provide a view of as much of the laboratory as possible. Provision should be made for students to sit comfortably and record observations. Observing students should be able to hear as well as see the interaction in the laboratory. The children should not be able to see the students in the observation room. Access to the observation area should not be through the laboratory.

The playground should consist of sunny areas and shady areas and should have a variety of surfaces--grass, dirt, and hard-surfaced areas for wheel toys and for play when the ground is wet. A covered outdoor shelter is desirable adjacent to the building so that children can play outdoors even on cold rainy days. There should be a child-proof fence around the playground with adequate fastenings on any gates. Good landscaping will add interest and variety to the children's experiences. Storage space for outdoor supplies and equipment should be provided. Water should be available for outdoor water play in warm weather. The outdoor play area should open directly off the inside play space, if possible.

Equipment should be sturdy, safe, and capable of serving a variety of purposes. A balanced selection of equipment, materials, and supplies should be available to be utilized for various activities and experiences. Some large equipment may be fixed, such as a jungle gym, but most of it will be moveable. Moveable equipment can be arranged in different ways or set up in different places to suggest new activities or stimulate the children's interest. Sturdy boxes, boards, and tires, for example, can serve many purposes on a playground. Equipment and materials in the laboratory should be appropriate for the various stages of development of the children to be served.

Many pieces of equipment can be made by the PELE students as part of their learning activities; others can be found in junk shops, second-hand stores, or in someone's backyard. As with purchased equipment, attention must be given to the safety and learning contributions of these pieces of equipment.

Licensing Responsibilities

According to Section 4, page 9, of the Child Care Licensing Act of 1975, a PELE Child Care laboratory operated by a school district is not required to be licensed by the Texas Department of Human Resources. However, the laboratory must comply with all the standards as specified in the Minimum Standards for Day Care Centers and it is strongly recommended that the PELE Child Care laboratory be licensed. This publication is available without charge from Texas Department of Human Resources, John H. Reagan Building, Austin, Texas, 78701. The laboratory should also meet the specifications of the Texas Quality Child Care Requirements, Texas Department of Human Resources, and the Federal Interagency Day Care Requirements, Department of Health, Education, and Welfare, Publication No. (OHD) 76-31-81.

Staffing

The PELE Child Care teacher unit is allocated to a school for the purpose of teaching secondary students and directing their laboratory experiences. An additional staff person must be employed by the school to be the primary caregiver charged with implementing the daily program for children in the child care laboratory. This person must be mentally, physically, and emotionally able to perform assigned duties and must show competence in working with children. The primary caregiver should be selected to serve as a role model to the PELE students.

Teacher Responsibilities

The PELE teacher is responsible for setting the standards for operation of the center and for directing the activities of the primary caregiver. The child care laboratory must be operated in a manner to further the growth and development of the children who participate in the program. The laboratory must also provide experiences which develop occupational competence in PELE Child Care students. It is the duty of the teacher to coordinate these two functions of the child care laboratory. Additional responsibilities include:

1) Supervising and evaluating all persons working in the center, including the primary caregiver and the PELE Child Care students.

2) Using resources of the child care laboratory effectively. These resources may include people, time, materials, and money.

3) Maintaining good communications with parents of children and students.

4) Evaluating the total operation of the PELE child care program on a regular basis.

The PELE teacher, as director of the child care laboratory, is also responsible for the following administrative tasks:

1) Setting policy. This involves establishing an overall set of operating procedures for the laboratory and includes setting up personnel policies. Similarly, policies must be established for program content, staff training, budgeting and financial records, and for basic center operations, such as hours open, fees, and so on.

2) Program Planning and Management. Determining the goals of the program is an important part of operating the child care laboratory. Program management involves the daily management of the center and includes planning curriculum, activities, and daily schedules; anticipating equipment needs; organizing staff schedules; supervising staff to insure that the program is carried out effectively; and arranging for parent meetings and participation.

3) Budgeting and Recordkeeping. Projecting the needs of the laboratory and developing a budget to cover the staff, facilities, equipment, and supplies needed are part of the PELE teacher's job. A list of categories to be included in the budget for the laboratory child care facility is given in Figure 2, page 26. A variety of records must be kept on the operation of the center. A list of essential records is included in Figure 3, page 27.

4) Parent Relations. The PELE teacher, as director of the laboratory child care center, should conduct or help with admissions interviews, set up periodic conferences with parents about their children's progress, and help refer parents to services outside the child care program when needed. Special parent seminars should be planned when needed.

5) Program Evaluation. The PELE teacher may involve the primary caregiver, PELE students, parents, and the advisory council in the evaluation of different aspects of the program, formally and informally. The evaluation process determines how well the program is meeting its goals--how well it cares for the children, develops child care competencies of PELE students, develops its staff, relates to parents, deals with the community, and improves as a child care center and laboratory operation.

6) Advisory Council. The PELE teacher should utilize an advisory council to obtain information and advice needed for effective planning and operation of the child care facility. Advisors might include directors and teachers in public child care operations, public school kindergarten teachers, physicians, pediatric nurses, social workers, parents, and school administrators.

Schedule

A variety of factors must be considered in setting the hours the PELE Child Care laboratory will operate. These factors include:

1) Clientele.

2) Convenience.

3) School schedule.

4) PELE program schedule.

5) Ages of children.

Possible scheduling alternatives include:

1) Limited number of days per week.

2) Half day operation only (may or may not include lunch).

3) Different groups of children morning and afternoon.

4) Whole-day operation (including lunch).

Once the hours of operation have been set, a daily schedule should be developed. A daily schedule introduces a degree of regularity so that the staff, PELE students, and children know generally what to expect next. It also insures that activities and experiences take place in a balanced sequence. The actual form of the schedule, how detailed it is, and how closely it is followed, vary widely. Certain routine events, however, do recur daily in all programs, so most schedules are built around these events:

1) Arrival (followed by free play at least until most children have arrived)

2) Midmorning snacks

3) Lunch

4) Rest period

5) Afternoon snack

6) Clean-up and preparation for departure

Between these routine events, centers fit in periods of outdoor play, free play, directed play or organized games, creative activities, stories, lessons, demonstrations, and occasional field trips or excursions.

Major factors to be considered in developing the schedule for the PELE Child Care laboratory include:

1) The time the children arrive and leave

2) The amount of time the children stay at the center

3) The number of PELE students and the number of hours they work in the laboratory

4) The number and ages of the children

5) The objectives of the program

6) The flexibility of the facilities

7) The balance of active and quiet activities

8) The time of year and the weather

Children's Program

The PELE Child Care Guidebook should serve as the basis for planning the curriculum for the in-school child care laboratory. Various early childhood children's programs are also available. The PELE Child Care laboratory may choose to use a children's program which can be purchased or may develop its own program. In either case, most early childhood programs are usually developed around the following common goals:

1) Cognitive (intellectual) development: language and communication skills, concepts (time, number, similarity, etc.), and perception (shapes, colors, sizes, etc.).

2) Socioemotional (affective) growth: handling feelings and emotions, getting along with others (sharing, cooperation), and self-reliance and independence (self-help).

3) Self-image enhancement: strong sense of identity and self esteem, ethnic and cultural pride, feeling of competence, and ability to make choices.

4) Imaginative and experiential growth: exploratory experiences, creative expression and creative experiences (dramatic play, art, field trips, community events).

5) Motor (physical) development: exercise, good nutrition, and health care.

Persons working with young children have a particular responsibility to alleviate sex-role stereotyping. Patterns of space and materials should be planned to provide equal access by both sexes. Activities and expectations should also provide equal access to all children. The total program should guarantee the right of each child, female or male, to be free to develop her or his own sex roles without the constraint of stereotyping.

The Public Child Care Center

When the school elects to use an off-campus public child care center as a laboratory, the center should be carefully evaluated to make certain the quantity and quality of training will be beneficial to the PELE students. The evaluation should assess space and equipment, enrollment, staffing, the child care program, health and safety, and parental involvement. Emphasis should be given to selection of a place where students will have regular opportunities to work with children individually and in groups, and to observe children in a variety of situations. Care should be taken that students not be assigned only to housekeeping tasks, such as cleaning up after snacks or messy play activities. Day care centers, nursery schools, and public or private kindergartens can serve as off-campus PELE Child Care laboratories.

The PELE teacher, with the aid of the advisory council and school administrators, should survey the community to identify public child care facilities which might serve as PELE Child Care laboratories. Results of the survey should be discussed with the area homemaking consultant. Centers which might serve as laboratories for the PELE program should be approached well in advance of the start of the program. Personnel at the child care facilities should be given the opportunity to visit with school personnel and to review the PELE Child Care Guidebook. If they decide to participate, it would be wise to provide a copy of the guide for their use.

A decision must be reached on whether to use one or several child care facilities for laboratory experiences. The enrollment in the PELE program as well as the size of the child care facility and its enrollment are factors influencing the number of sites selected. There are advantages and disadvantages for each choice.

One Facility

Having all students working in a single facility can be advantageous in several ways. Because students are familiar with the operation of the same center, they can base their class discussions on common experiences. This facilitates discussion on the needs and behavior of individual children, the methods used by the center, and the students' roles in the center. A larger number of PELE students at one location may increase the individual attention given to children at the center. Scheduling is easier to arrange with one director. Transportation is also easier to arrange. A further possible advantage of using a single facility is that the PELE students might gain emotional support from the staff at the center by working in the same place.

The main disadvantage of placing all students at one facility is that when PELE classes are large, the increased number of "adults" at the child care center may be confusing to the children. The center staff's responsibilities for supervising a large number of PELE students in addition to working with the children may be too great. The high school students may not have enough to do, thus reducing their interest as well as making the laboratory experiences unrealistic. Some facilities may simply not be able to accommodate a large number of students. If it becomes necessary for students to work in shifts, transportation problems increase. Scheduling becomes more complicated and the contact students have with the children is often greatly reduced.

Several Facilities

Dividing students among several facilities also has both advantages and disadvantages. When a large number of students are enrolled, use of several facilities increases problems in making arrangements and schedules, providing transportation, and setting up conferences.

Sites may be chosen either for their similarity or for their differences. It may be advantageous for first year students to have similar experiences. Facilities for second year students may be selected to provide opportunities to work with children of different ages and backgrounds, and exposure to different types of programs and child care philosophies.

The school's kindergarten program may be used for part, but not all, of the laboratory experiences. Students' training should not be limited to competence with only one age group. When the kindergarten is used, arrangements should be made to use an additional center which serves younger children in order to provide satisfactory training experiences.

Agreement Between School and Center

A written agreement between the school and the director of the child care center is required. It should include the following:

1) The specific time the center may be used by the school as a laboratory each day must be stated.

2) The number of students who may train at the laboratory each day should be specified, as well as the amount of time each student may work there.

3) The students will not be paid for laboratory training.

4) The students will be supervised by the PELE teacher as well as the center staff.

5) Conference time without the children present will be arranged to allow the center staff and the PELE teacher to coordinate classroom and laboratory experiences and to evaluate student performance.

6) The students will be allowed to progress at their own rate of development, understanding, and skill.

7) Students may not substitute for center staff.

8) The PELE teacher in cooperation with the center staff will schedule the high school students to work and observe in the center.

9) All students will be scheduled equally in regard to time in the laboratory.

Figure 4, page 28, illustrates the form such an agreement might take.

Staff Responsibilities

Child care workers or teachers at the facility must be committed to working actively with the PELE students. They are responsible for advising students as they work, meeting regularly with the students, and conferring weekly with the PELE teacher in person or by telephone. If at all possible, the child care staff should be involved in orienting PELE students to the facility being used as a laboratory and to the expectations for the students when they come to work with the children. Once laboratory experiences begin, the child care personnel will work directly with the PELE students while they are at the facility. To help coordinate classroom and laboratory activities, the child care staff should be familiar with instructional materials used in the PELE classroom and be kept informed of concepts being covered in class. Periodically throughout the year the child care center personnel should visit the high school classroom.

PELE Teacher Responsibilities

When public child care facilities are used for laboratory experiences, the PELE teacher should visit each facility as often as possible while students are working there. This provides the opportunity for the teacher to become familiar with the experiences students are having and to observe the skills of individual students in working with children. The teacher should make sure that students are given adequate direction and have adequate opportunities to work with the teachers and director of the facility. During these visits, the PELE teacher should observe and take notes. This information will serve as a basis for suggesting activities for students to do with the children and as a help in guiding class discussions and learning experiences. The PELE teacher should have regular conferences with the staff members at the child care facilities used.

Transportation

The school district must provide transportation for the students unless the center is within walking distance. Vocational teacher travel for the purpose of transporting students to the center is not reimbursable according to the State Board of Education policies.

Arrangements for transportation should be made before the school year begins. It should be consistent and dependable so that PELE students may be on time both to the center and back to their other classes.

Student Selection

The PELE Child Care program is designed for students, both male and female, in grades 10, 11, and 12 who are interested in working with young children. Care should be taken not to select a student who is a threat to the physical or emotional development of a young child. Recommendations from teachers who have had the students may aid the PELE teacher in making selections, but the PELE teacher should also observe students carefully during orientation and early laboratory experiences. Students whose attitudes, judgements, or actions indicate that they should not work with children should be transferred from the program during the orientation period.

Male students may need encouragement to enroll in the program. Young men may have misconceptions about the field of child care which discourage them from enrolling in the program. Some may experience disapproval from their peers if they want to work with children. If possible, young men considering the program should be given the opportunity to meet successful male child care workers and become aware of the importance of male role models for young children.

Scheduling

The schedule for an effective program should be planned to insure the following:

1) Adequate time for class instruction. Approximately 3 hours per week should be allotted for study of child care and development and discussion of laboratory experiences with the PELE teacher. The remaining class time, about 2 hours per week, should be devoted to general instruction related to entering and functioning successfully in the world of work.

2) Adequate time for laboratory experiences. A minimum of 5 hours per week should be spent in the child care laboratory to insure sufficient involvement with children and time for observation.

3) Regular meetings with child care staff. Time should be allowed each week for both the PELE teacher and students to confer with the staff of the child care center or laboratory.

4) Laboratory visits by the PELE teacher. Observe the students in the PELE Child Care laboratory as often as possible. More frequent visits should be made when problems arise.

5) Travel time. When off-campus facilities are used, time must be allowed for traveling to the child care center(s) and for returning to school after the laboratory period.

Laboratory Experiences

Participation in the child care laboratory involves several types of activities:

1) Observing children, teachers, and workers.

2) Recording children's behavior.

3) Readying materials for childen's use.

4) Working directly with children.

Each type of experience is essential to developing an understanding of young children and to working effectively with them.

Students may be scheduled to work in the child care laboratory for an hour each day or for a two-hour period twice or three times a week. It is possible to identify advantages and disadvantages for each arrangement. When scheduling students to work in the child care laboratory:

1) Consider the children's needs for consistency in their schedule.

2) Allow PELE students to get a realistic view of day-to-day changes in children's behavior.

3) Provide a broad range of laboratory experiences.

4) Schedule laboratory periods when students' help is most needed.

5) Allow PELE students to observe a variety of the day's activities.

6) Schedule so that PELE students cause a minimum number of interruptions at the child care facility.

7) Schedule so that PELE students spend a minimum amount of time traveling between the school and the laboratory when off-campus facilities are used.

8) Plan so that students have adequate time to carry out activities they have planned.

In addition, the laboratory period should be scheduled at times when the children are active. Scheduling students to be in the laboratory only when the children are napping or eating should be avoided.

The child care staff is responsible for supervising students when they are working in the laboratory facility. They must see that the students' assignments are fitted into the schedule of the child care facility and are appropriate to the children's needs. When students do not have specific assignments, the child care worker should suggest activities for students. A plan should be arranged so that a member of the child care center staff holds responsibility for handling any problems with PELE students as they occur or in conferences with the PELE teacher.

Extra effort is required to insure that PELE students are trained for all aspects of child care. Actual involvement in some of the activities described under School Operated Center may not be possible. Field trips, observation, and added classroom activities can be used to supplement laboratory experiences. Hospital pediatric facilities, infant care centers, programs for handicapped students, and licensed family day care homes and group day care homes, are some of the possibilities for occasional laboratory or observation activities.

Classroom Instruction

Class instruction in child care helps students gain knowledge of children's growth and development, and develop competence in working with children through learning experiences which support and are enriched by the students' laboratory experiences with children.

PELE Child Care Guidebook provides the framework for class instruction in child care and development. The guide is divided into units of study involved in child care and development. The units or competency areas include: introduction to child care services, environment, development, routines, curriculum, special groups, and center management. Each unit is divided into several subjects or topics. For each subject, objectives are given to aid in guiding students toward various goals. Sub-competencies are stated which students perform in order to reach objectives. Skills the student should develop through laboratory experiences, and concepts to be developed through classroom instruction are given for each sub-competency. Accompanying the guide is a reference list of teacher and student materials which should aid in planning and carrying out a successful PELE Child Care program.

Evaluation

Evaluation of child care aides may require more planning by the PELE child care teacher than evaluation of some other programs since child care workers do not produce as many tangible products as do workers in other fields. PELE child care teachers may have to utilize many process type evaluation procedures such as periodic observation and rating of students' performance when working with children. Non-test observational devices are needed to help the teacher be more objective in rating all such student performances.

A checklist might be used to aid the teacher in evaluating a child care aide's procedures in following an established schedule at the child care center. Rating scales are good for rating more complicated processes which are harder to evaluate. For example, one item on a rating scale might involve rating a student's eye contact with a group of children while telling them a story. Identification tests may be helpful in evaluating students' knowledge of concepts such as play equipment, functions of equipment, and developmental skills which can be encouraged through use of the equipment. The teacher can turn evaluation experiences into helpful learning experiences for students through proper planning. Information included in the PELE Handbook should also be helpful to the teacher in planning evaluation experiences.

FIGURE 1

SUGGESTED EQUIPMENT LIST FOR HIGH SCHOOL
HOME ECONOMICS PRE-EMPLOYMENT LABORATORY
EDUCATION CHILD CARE PROGRAM[1]

The following list of furnishings, equipment, and supplies is suggested for a Homemaking Education Pre-Employment Laboratory Education Child Care program designed to prepare regular high school students in grades 10, 11, and 12, for employment in the field of child care.

The equipment list with suggested floor plan is recommended for a child development laboratory planned for 10 to 16 children.

The laboratory space and equipment should be planned to insure optimum learning environment for both the children and the secondary students. The ages of children to be served and the program objectives should be considered. The laboratory must have 40 square feet of unencumbered indoor space per child plus 150 square feet of fenced outdoor play area per child. This insures adequate indoor and outdoor space for the children who attend and provides space for effective participation of secondary students. Classroom space for the secondary students must be provided in addition to the laboratory. The suggested floor plans attached to the equipment list include a toilet area, isolation room, observation room, indoor activities area, kitchen, and office. The laboratory MUST comply with all the standards as specified in the Minimum Standards for Day Care Centers, Texas Department of Human Resources, and with state and local regulations regarding safety, sanitation, and fire prevention.

Within funds available, equipment on this list is approvable and reimbursable according to the district's current percentage assignment for state participation in funding equipment.

Please note the non-reimbursable items which are listed separately and are to be purchased with local funds. The items so listed are essential for the program but do not qualify for reimbursement as equipment.

When a Pre-Employment Laboratory Education Child Care program has been allocated to a school, the procedure for applying for equipment approval and reimbursement is as follows:

1) Consult with the area homemaking education consultant serving the school district regarding floor plan and equipment.

2) Select items to be purchased from bids submitted according to the local school district policy.

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[1]Revised May, 1978

FIGURE 1 (CONT.)

3) Complete the Reimbursable Equipment Schedule, Form TEA-221, VOC-052[illegible]75, according to the instructions accompanying the forms. List major equipment (items costing $100 or more per unit) and minor equipment (items costing less than $100 per unit) on separate schedules. All items listed must be properly and adequately described including size and capacity when applicable.

4) Send three copies of the Reimbursable Equipment Schedule to Document Control Center, Room 237, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78701.

MAJOR EQUIPMENT
($100 or more per unit)

Major Equipment	Minimum Number
Blocks, hardwood modular units; 20-25 shapes; minimum 100 pieces	1 set
Blocks, hollow	1 set
Blocks, snap wall type	1 set
Climbing Equipment (outdoor)	1 set
Dishwasher (final rinse 180°)	1
Dryer, clothes; large capacity	1
Garbage Disposal	1
Lockers	20
Range with oven	1
Refrigerator w/freezer (or 1 refrigerator and 1 freezer)	1
Sand and Water Table with cover (indoor)	1
Sound Monitor System with Observation Room; 8 channel microphone mixer, area microphones, and amplifier	1
Storage Units for books, blocks, toys, and coats	7
Washer, clothes	1
Workbench, with heavy duty vise	1

FIGURE 1 (CONT.)

MINOR EQUIPMENT
(less than $100 per unit)

Minor Equipment	Minimum Number
Furnishings	
Bulletin Boards	2
Chairs, child size	30
Cots or Mats (at least 1" thick, water-proof, and washable)	20
First Aid Kit	1
Hamper	1
Mirrors (over wash basins in bathroom)	--
Room Dividers or Screens (movable)	2
Rocker, adult size	1
Tables, child size	6
Waste baskets	2
Food Preparation and Service	
Blender, electric	1
Board, cutting	2
Bowls, mixing	2 sets
Bowls, cereal or fruit	3 doz.
Brush, pastry	2
Brush, vegetable	1
Can and Bottle opener, manual	2
Can Opener, electric	1
Can Opener, manual	1
Canister Set	1
Cart, Mobile Utility	1
Colander	1
Cover	1
Cookie Press	1
Cutters, Biscuit	2
Cutters, Cookie	1 set
Custard Cups	20
Cutting Boards	2
Food Chopper	1
Fork, Cooking	1
Funnel, medium	1
Funnel, small	1
Grater	1
Ice Cream Dipper	1
Knives	
Electric	1
Peeler, vegetable	1
Paring	1

FIGURE 1 (CONT.)

Minor Equipment	Minimum Number
Food Preparation and Service (cont.)	
Knives (cont.)	
Slicing	1
Utility	3
Ladle	1
Masher, Potato	1
Mixer, Electric	1
Measures	
1 cup size, graduated in 1/4 cups	2
1 quart size, graduated in cups	1
Dry measure	1 set
Metric measure	1 set
Spoons	1 set
Pastry Blender	1
Pots and Pans	
Bake and Roast Pan	2
Baking Dish	2
Casserole	4
Cookie Sheet	4
Loaf Pan	3
Muffin Pan	5
Pressure Sauce Pan	1
Sauce Pan w/covers; assorted sizes	5
Skillet w/cover	2
Reamer	1
Refrigerator Containers w/covers; assortment of sizes	6
Rolling Pin	2
Scraper, Rubber; two sizes	2
Sieve	1
Spatula	2
Shears, kitchen	1
Spoons	
Perforated	2
Solid	2
Wooden	1 set
Strainer; large, medium, and small	3
Table Service	
Bowls, fruit or cereal	3 doz.
Forks, salad	3 doz.
Glasses, 6 oz.	3 doz.
Glasses, 8 oz.	3 doz.
Tablespoons	3 doz.
Teaspoons	3 doz.
Pitchers, Water	4
Plates, luncheon size	3 doz.

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FIGURE 1 (CONT.)

Minor Equipment	Minimum Number
Food Preparation and Service (cont.)	
Table Service (cont.)	
Serving Dishes	1 doz.
Trays	3 doz.
Tongs	1
Turners	
Small slotted	1
Small solid	1
Large slotted	1
Large solid	1
Equipment for Children's Activities	
Art Area	
Brushes, 1" long handle	1 doz.
Clay Crock	1
Easels, double	5
Rock, for drying paintings	1
Scissors, blunt point; both left and right handed	2 doz.
Scissors, teacher's	3
Block Area (also see major equipment list)	
Bendable Rubber Family Set	1
Cardboard Blocks	1 set
Cars, Airplanes, Boats, Fire Engines, Wagons, Tractors, and Trains of assorted sizes	24
Clip-on Wheels	1 doz.
Giant Riding Truck	1
Interlocking Train Set	1 set
Interlocking Tug Boat Set	1 set
Miniature Hardwood Train and Track Set	1 set
Rubber Farm Animal Set	1 set
Family Area	
Baking Set	1 set
Cash Register	1
Dolls	3
Doll Bed	1
Doll Buggy	1
Doll Clothes, assorted	--
Doll Family	1 set
Doll House	1
Doll House, Furniture	1 set
Dress-Up Clothes, used; for both female and male children	--

FIGURE 1 (CONT.)

Minor Equipment	Minimum Number
Equipment for Children's Activities (cont.)	
Family Area (cont.)	
Finger Puppets	6
Furniture Units; child size; wood	
Cupboard	1
Dresser	1
Refrigerator	1
Sink	1
Stove	1
Washer/Dryer	1
Housecleaning Set	1 set
Iron, wood	1
Ironing Board	1
Mirror, full length	1
Plastic Play Foods	1 set
Pots and Pans	1 set
Rocker, child size	2
Tea Set	1 set
Telephones	2
Manipulative Activities	
Beads Abacus, large size	1
Bead Stringing Set	4 sets
Blocks and Rods	1 set
Color Cones	1 set
Cubes, 1" colored, w/set of designs	1 set
Discovery Ball	2
Giant Tinkertoy Set	1 set
Giant Wooden Dominoes	1 set
Graded Circles, Squares, Triangles	1 set
Lacing Boot	2
Lincoln Logs	1 set
Matching Games	5
Multivariant Sequencing Beads w/set of patterns	1 set
Parquetry Blocks w/set of designs; large size and colored	1 set
Peg Board w/Pegs, rubber or hardwood	3
Plastic Dishpan (for storage)	1 doz.
Pounding Bench	1
Puzzles, wooden inlay (assortment selected according to program objectives)	15
Puzzle Rack	--
Sorting Box w/accessories	1
Threading Board	1

30

FIGURE 7 (CONT.)

Minor Equipment	Minimum Number
Music and Story Area	
Auto-Harp w/case	1
Barrel Drum	1
Books (assortment selected according to program objectives)	--
Cymbal	1
Flannel Board	1
Flannel Board Stories	6
Phonograph, monaural	1
Piano, child size	1
Records (assortment selected according to program objectives)	--
Record Storage	--
Rhythm Band Instruments	1 set
Sounders, assorted	3
Tom Toms	3
Science Area	
Aquarium w/fittings	1
Cage for small animals	1
Magnets, Bar and Horseshoe	2 sets
Magnifying Glass	4
Mirrors, Hand	5
Ruler, standard and metric	6
Tapemeasure, standard and metric	6
Thermometer, Room, Fahrenheit, and Celcius	2
Wonder Texture Box	1
Physical Activities	
Balance Board	1
Climb and Slide Set (indoor)	1
Irish Mail	2
Punching Bag	1
Rocking Boat	1
Sand Toy Sets	2 sets
Saw Horses	4
Tools for Workbench	1 set
Tricycle	4
Tubmobile	1
Utility Balls	4
Wagon	2

FIGURE 1 (CONT.)

NON-REIMBURSABLE ESSENTIAL ITEMS
TO BE PURCHASED LOCALLY

Item	Number
Art Supplies	
Butcher Paper	To be determined on basis of need
Crayons	
Construction Paper	
Manilla Paper	
Paste	
White Glue	
Cleaning	
Brooms	
Dust Cloths	
Dust Mops	
Sponges	
Wet Mops	
Filing	
File Cabinet	
File Folders	
Folder Labels	
Miscellaneous	
Aprons or Smocks for children	
Blankets	
Dish Towels	
Emergency Clothing for children	
Sheets for cots	
Towels	
Wash Cloths	

FIGURE 1 (CONT.)

FLOOR PLAN KEY

Entry

1. Children's Lockers
2. Student's Wardrobe
3. Storage
4. Stacked Chairs
5. Water Cooler

Art Area

6. Base Cabinet
7. Sink
8. Storage
9. Tables and Chairs
10. Easels

Family Play Area

11. Play Refrigerator
12. Play Sink
13. Play Range
14. Play Cupboard
15. Child's Rocker
16. Play Table and Chairs
17. Child-Sized Doll Bed
18. Play Dresser
19. Shelves

Manipulative Activities

20. Block Storage
21. Table and Chairs
22. Storage
23. Cot Storage

Science Area

24. Storage
25. Table and Chairs
26. Cleaning Utensil Cabinet

Quiet Area or Corner

27. Piano
28. Bookshelves
29. Chalkboard/Tackboard
30. Table and Chairs
31. Storage

Toilet

32. Child-Sized Water Closet
33. Child-Sized Lavatory
34. Full-Length Mirror

Isolation

35. Cot
36. Chair
37. Lavatory with Built-in Cabinets for First Aid Supplies
38. Water Closet

Observation

39. One-way Vision Glass
40. Stools
41. Conference Table and Chairs

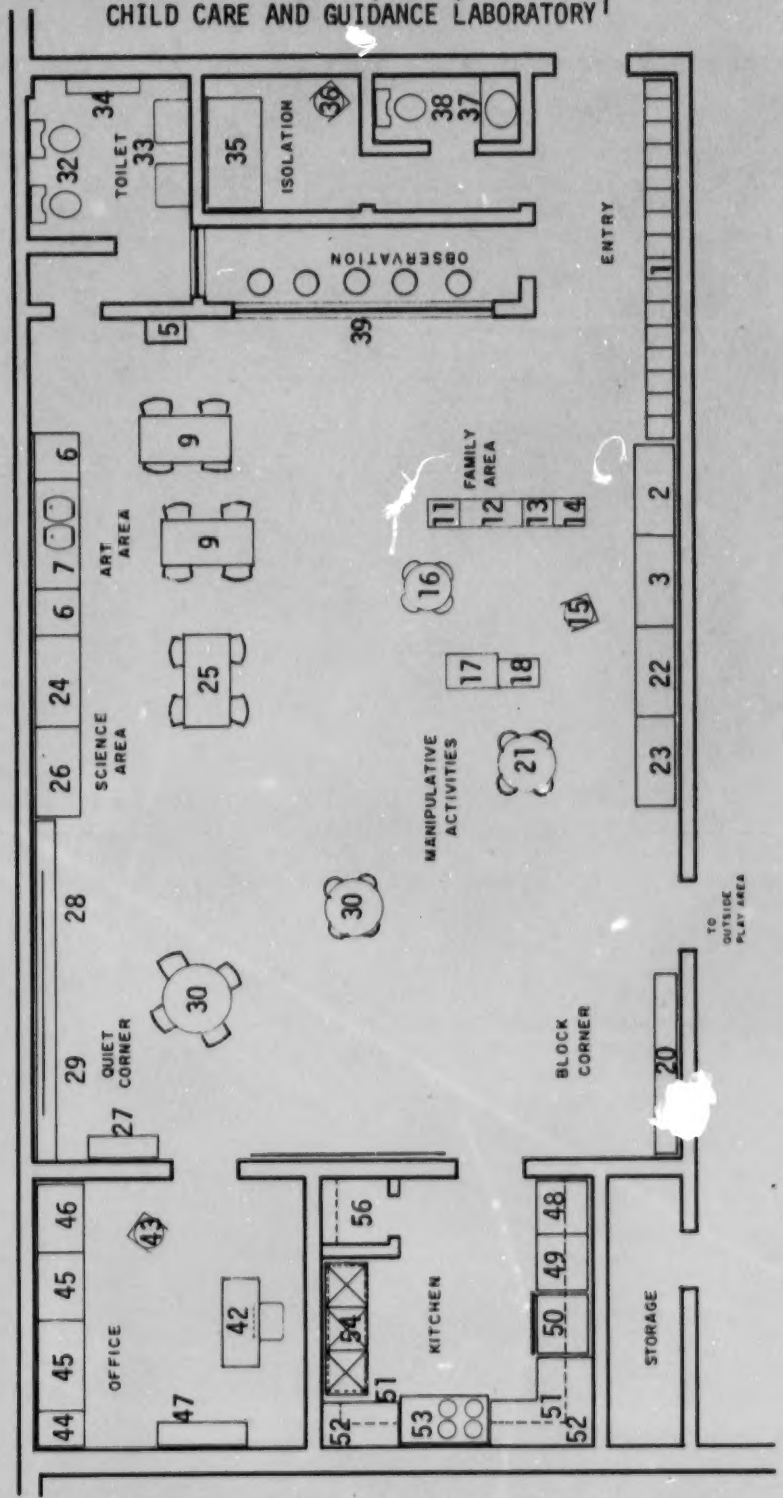
Office

42. Teacher's Desk and Chair
43. Chair
44. Four-drawer File
45. Storage
46. Teacher's Wardrobe
47. Credenza

Kitchen

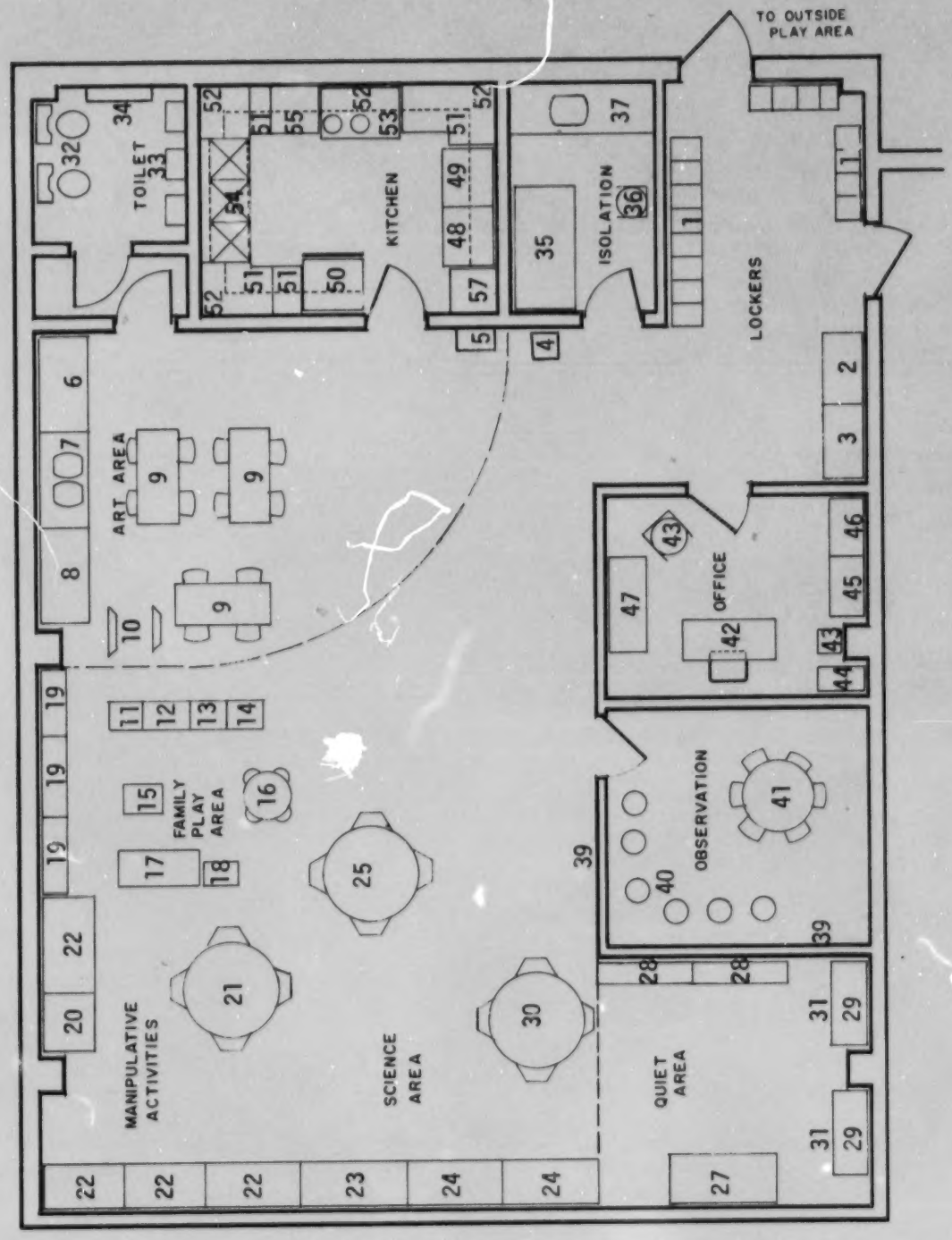
48. Washer
49. Dryer
50. Refrigerator
51. Base Cabinet
52. Upper Cabinet
53. Range with Hood
54. Pot and Pan Sink with Booster
55. Dishwasher
56. Storage
57. Cleaning Utensil Cabinet

FIGURE 1 (CONT.)
CHILD CARE AND GUIDANCE LABORATORY[1]



[1]Occupational Home Economics Courses for Area Vocational Centers. Home Economics Education, State of Alabama, State Department of Education, Division of Vocational Education, Montgomery, Alabama. Page 3.

FIGURE 1 (CONT.)
CHILD CARE AND GUIDANCE LABORATORY[1]



[1]Occupational Home Economics Courses for Area Vocational Centers. Home Economics Education, State of Alabama, State Department of Education, Division of Vocational Education, Montgomery, Alabama. Page 4.

FIGURE 2

BUDGET CATEGORIES FOR THE
SCHOOL-OPERATED PELE CHILD CARE LABORATORY

Salaries and Fringe Benefits

Equipment
- Educational Equipment
- Office Equipment
- Household and Kitchen Equipment
- Medical Equipment

Expendable Supplies
- Art Supplies
- Housekeeping Supplies
- Office Supplies

Food

Utilities

Other Costs
- Fire and Theft and Liability Insurance
- License Fees
- Bonding Fees
- Professional Dues
- Publications
- Transportation
- Maintenance

FIGURE 3

ESSENTIAL RECORDS FOR THE
SCHOOL-OPERATED CHILD CARE FACILITY

- Records
  - Financial
  - Personnel
    - Records of Staff Time
    - Vacation, Leave, and Special Purpose Absence
    - Sick Leave
  - Children's Records
    - Background Information
    - Health Information
    - Attendance Information
    - Developmental Information
- Program Evaluation
- Purchasing
- Storage and Distribution
- Transportation
- Communications
  - Telephone Contacts
  - Correspondence
- Services
  - Professional Service
  - Food Service
  - Laundry and Diaper Service
- Parent-School
  - Meetings
  - Conferences
  - Emergency Information
  - Field Trip Permission
  - Referral Services
- Advisory Council
  - Minutes of Meetings
  - Recommendations

FIGURE 4

WRITTEN AGREEMENT BETWEEN SCHOOL AND CHILD CARE DIRECTOR

Texas Education Agency
Homemaking Education

School District _____
Date _____

The Homemaking Department of _____ High School is offering a pre-employment laboratory education course for students interested in training for an occupation related to child care. The course is designed to provide technical instruction in a classroom situation and practical experience in a laboratory. At this time the school does not have a child development laboratory and, therefore, is requesting that you assist us by allowing students to be placed in your center for laboratory experience.

The pre-employment laboratory class meets two hours daily. For the first two to four weeks, the students will be scheduled for classroom instruction at the high school and for observation at the center. After this orientation period, the students will be scheduled in an appropriate ratio to the center children for laboratory experiences designed to develop competencies as child care employees. The students will continue to be in the high school classroom for a minimum of two days each week.

When a public child care center is to be used, the following are required standards related to student participation in the center.

- No pay will be given to the students.
- Transportation for high school students will be provided by the school district.
- The students will be closely supervised by the homemaking teacher.
- Conference time will be arranged to allow the center director and the homemaking teacher to coordinate classroom and laboratory experiences and to evaluate student performance.
- The students will be allowed to progress at their own rate of development, understanding, and skill.
- The student may not substitute for center staff.
- The PELE teacher in cooperation with the center staff will schedule the high school students for the laboratory.
- All students will be scheduled equally in regard to laboratory time.

I wish to participate in this program and will cooperate with the school in meeting the above standards.

Name (signature) _____

Title or Position _____

Name of Center _____
Address _____
_____
Telephone _____

Number of students who may work in center per day
_____

Hours per day center may be used as laboratory:
a.m. _____ p.m. _____

Number of children in center by age:
0 - 1 years _____
1 - 2 years _____
2 year olds _____
3 year olds _____
4 year olds _____
5 year olds _____

Number professional staff
_____

Number of para-professionals
_____

SECTION TWO

PELE CHILD CARE CURRICULUM

CHILD CARE COMPETENCIES

Upon completion of two years in the PELE Child Care program, students should have acquired the competencies required of entry-level child care employees. The child care program should provide instruction in all of the competencies listed below.

Ability to follow the procedures and policies of a child care center.

Ability to participate effectively as a member of the child care team.

Ability to guide children in their adjustment to the child care center.

Ability to participate effectively with parents of children in the child care center.

Ability to identify competencies needed to be an effective child care employee.

Ability to provide a well-heated, well-ventilated, and well-lighted environment for children.

Ability to provide an interesting, comfortable environment for children.

Ability to create and maintain a safe and healthy environment for young children.

Ability to plan and prepare nutritious snacks and meals for young children.

Ability to demonstrate an awareness of important considerations concerning children's clothing.

Ability to assist with the housekeeping and maintenance tasks at the child care center.

Ability to guide growth and development of young children.

Ability to assist children in developing behavioral patterns which promote their development.

Ability to direct young children in routine activities.

Ability to assist with arrival and departure procedures at the child care center.

Ability to guide young children in bathroom procedures, such as toileting and washing.

Ability to create a healthy environment for children during meal or snack time.

Ability to assist with the preparation and supervision of nap or rest time.

Ability to guide young children in dressing and undressing.

Ability to guide children in preparation and cleanup activities.

Ability to assist with classroom management and program planning at the child care center.

Ability to use teaching methods and skills appropriate for working with young children at varied developmental levels.

Ability to guide young children in play activities.

Ability to guide young children in art activities.

Ability to guide the music and rhythmic activities of young children.

Ability to guide young children in language activities.

Ability to guide young children in social awareness activities.

Ability to guide young chidren in pre-number and other mathematical activities.

Ability to guide the development of health and safety habits of young children.

Ability to guide young children in science and nature activities.

Ability to manage young children in field trips, parties, and special activities.

Ability to provide care for infants and toddlers to two years of age.

Ability to work effectively with handicapped children.

Ability to work effectively and understandingly with mentally retarded children.

Ability to work effectively with mentally retarded children at their intellectual levels.

Ability to assist with management procedures in the child care center.

Ability to assist with record keeping at the child care center.

Ability to store and distribute materials and supplies in the child care center.

Ability to assist with child care center communications.

INTRODUCTION TO CHILD CARE SERVICES

SUBJECT: Laboratory Orientation

OBJECTIVES: Ability to explain the purposes and objectives of the child care laboratory.

Apply the rules and procedures of the child care laboratory.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Purposes and objectives of the PELE child care laboratory General instructions for students working with children
	Obey the rules and regulations of the child care laboratory. Follow the daily schedule of the child care laboratory. Implement routines in the child care laboratory at the appointed time.	Rules and regulations of the child care laboratory Daily routines and operational procedures of the child care laboratory

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INTRODUCTION TO CHILD CARE SERVICES

SUBJECT: Child Care Centers

COMPETENCY: Ability to follow the procedures and policies of a child care center.

OBJECTIVE: Relate licensing standards to the rules and regulations at the child care center.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Obey laws and regulations governing child care facilities.	Identify laws and regulations governing child care facilities.	Laws and regulations governing child care facilities
	Relate the purposes of laws and regulations to the operation of child care facilities.	Purposes of child care facility laws and regulations
	Adhere to the laws and regulations governing child care facilities.	
* Know and observe licensing standards for child care facility.	Interpret the sections of the Minimum Standards which apply to the child care center.	Minimum Standards for day care centers
	Demonstrate ways to help the child care center meet these licensing standards.	Role of the child care aide in meeting licensing standards
* Adhere to established center policies.	Identify established center policies.	Established center policies

First year
* Beginning level first year, advanced level second year
** Second year

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Follow established policies of the child care center.	
** Adhere to the philosophy of the child care center.	Illustrate the purpose and need for child care and early childhood education.	History of early childhood education Need for child care services Purposes of child care services
	Classify child care centers by type.	Types of child care centers
	Identify the philosophy of the child care center.	Philosophies of child care
	Adhere to the philosophy of the child care center.	

INTRODUCTION TO CHILD CARE SERVICES

SUBJECT: Child Care Staff

COMPETENCY: Ability to participate effectively as a member of the child care team.

OBJECTIVES: Determine the factors involved in making a child care staff work as a team.

Demonstrate personal traits needed to be a successful child care worker.

Utilize the technique of observation to benefit children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Work cooperatively with center staff.	Identify the staff members in a child care center and their duties.	Child care staff and their duties -Director -Teacher -Aide -Volunteer -Cook -Janitor -Bus driver
	Cooperate with other staff members in the child care laboratory.	Interpersonal skills for working cooperatively as a team with child care staff
	Help other staff members when needed.	
	Identify techniques that the child care director uses to promote cooperation and good will among the child care staff members.	Guidance of staff members by the child care director

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Follow ethical practices.	Avoid discussing children or other staff members outside the child care laboratory.	Child care center ethics
	Avoid repeating confidential information.	
	Follow the proper procedures when a problem occurs.	
* Follow assigned work schedule and responsibilities.	Follow the assigned work schedule in the child care laboratory.	Typical work schedules in child care centers
	Accept and carry out assigned responsibilities in the child care laboratory.	Responsibilities of child care workers
	Seek information concerning duties which are not clearly understood.	
* Adapt to changes to meet the needs of the director.	Demonstrate flexibility in response to demands when working in the child care laboratory.	Adapting to different situations in a child care center
	Follow instructions of the director or other superior.	Hierarchy of child care staff positions
	Maintain self-control in a variety of situations.	Self-control
	Remain calm under pressure without getting upset or frustrated.	Working under pressure
* Evaluate self in terms of personal qualities necessary for success as a child care worker.	Exhibit a satisfaction for working with young children.	Importance of desire to work with young children

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Experience personal achievement of "a job well-done" when working with young children.	
	Demonstrate an interest and enthusiasm for your work.	
	Develop qualities needed as a child care worker by practicing interpersonal skills.	Qualities and skills needed when working with young children
	Exhibit traits which contribute to a good working relationship with the child care staff.	Traits needed for good working relationships
	Assess self for personal qualities needed for success as a child care worker.	
* Help evaluate own progress in meeting responsibilities to the child care center.	Help assess own progress in meeting responsibilities in the child care laboratory.	Self-evaluation
* Accept constructive criticism from the child care director or other superior.	Demonstrate openess to constructive criticism from the child care director or other superior in the child care laboratory.	Value in accepting criticism
	Admit mistakes made and take necessary action to remedy those mistakes.	
	Follow through on suggestions for improvement offered by the child care director or other superior.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Make suggestions to the child care director or other staff members when certain that change is warranted.	Making suggestions to other staff members
	Handle differences of opinions with other staff members calmly and quietly and away from the children.	Handling differences of opinions
** Participate in staff planning and evaluation of policies and programs.	Observe procedures for planning and evaluating policies and programs in the child care laboratory.	Planning and evaluating child care policies and programs
* Make accurate observations of young children.	Observe children for a specific purpose.	Types of observations which may be made in a child care center
	Observe quietly without talking to children or staff.	Procedures for observing young children
	Choose appropriate location for observing, or follow suggestion of person in charge.	Locations for observing children
	Observe non-verbal expressions as well as actions and language.	Importance of factual and specific observations
* Record observed behavior of young children.	Take notes when observing.	Recording observations of young children's behavior
	Use an observation form.	Observation forms
	Record only observed facts, not feelings and value judgments.	The necessity of objectivity in observations

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Compare recorded facts about a child's behavior with those of another child care worker.	Ways to check objectivity in observations
** Interpret observations of young children.	Demonstrate logic, accuracy, and objectivity in conclusions made about observations.	Interpreting observations of young children
** Use observation data for helping children.	Utilize observation data to promote development of children in the child care laboratory.	Ways to use observation data to help children

INTRODUCTION TO CHILD CARE SERVICES

SUBJECT: The Children

COMPETENCY: Ability to guide children in their adjustment to the child care center.

OBJECTIVES: Propose ways to meet the basic needs of children.

Provide a learning environment to help children develop positive self-concepts and self-confidence.

Explain the reasons children should be allowed to participate in many kinds of activities without sex role limitations.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Meet the basic needs of children in the child care center.	Demonstrate ways to meet basic needs of specific children in the child care laboratory.	Basic needs of children
	Observe how well the program of the child care laboratory is meeting the children's basic needs.	Ways to meet the basic needs of children
	Assist children in meeting their basic needs.	Children's behavior when basic needs are met or are not met
* Recognize individual differences among young children.	Observe individual differences in specific children.	Individual differences in young children
	Demonstrate acceptance of individual differences in specific children.	

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Introduce new child to the child care center, staff, and children.	Express to the new child verbally and in actions that he/she is welcome and wanted. Introduce the new child to the child care staff and the children. Show the new child around the child care laboratory.	Ways to help new children develop a sense of belonging
	Plan and implement an activity to help the new child feel a part of the total group. Show the other children how to accept the new child.	Activities to help children socialize into new groups
Build children's self-concepts through such methods as using their first names, noting their clothing, and praising their efforts.	Learn children's name. Call each child by name. Notice and comment on children's clothing. Give children individual attention. Listen attentively when a child speaks to you. Talk to a child while at eye-to-eye level whenever possible. Reinforce and praise children as often as praise is justified.	Ways to help children develop a positive identity and healthy self-concept

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Verbalize skills children can do.	
	Offer emotional support when children show feelings of inadequacy.	
Help children become more independent by encouraging them to do things for themselves.	Help children master new skills (manipulative, verbal, expressive, and social).	Ways to help children become more independent and self-confident
	Guide children to do things for themselves.	
	Help children to begin to accept consequences of their actions.	Ways to help children become more responsible
	Help children handle success and failure.	Ways to help children handle success and failure
	Permit children to express preferences and make choices.	Encouraging autonomy
	Provide opportunities for children to develop initiative and resourcefulness.	Ways to help children develop initiative and resourcefulness
	Observe specific children for behavior which would indicate initiative or resourcefulness, such as initiating play, being outgoing with others, and using equipment in an innovative way.	Observing initiative and resourcefulness in young children
Provide an atmosphere for children free from the traditional stereotyped sex roles.	Treat both boys and girls equally.	Ways to provide an atmosphere free from sex stereotyping

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Include children in activities irrespective of sex, size, shape, etc.	Language indicating sex bias
	Choose play materials and learning activities that are available to all children in the program.	Play materials and learning activities that are not sex biased
	Select stories and books for children that are free of sex-stereotyping.	Recognizing sex bias in children's stories and books
	Bring in persons who are in occupations unusual for their sex as resource persons.	Resource persons in occupations unusual for their sex

INTRODUCTION TO CHILD CARE SERVICES

SUBJECT: Parents

COMPETENCY: Ability to participate effectively with parents of children in the child care center.

OBJECTIVE: Employ techniques to improve the communication and cooperation between parents and the child care staff.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Call parents by name.	Learn parents' names. Use parents' name when speaking to them.	Importance of calling parents by name
* Deliver simple messages to parents.	Deliver simple messages to parents, as directed.	Communication between child care center staff and parents
* Encourage parents to display work of children at home.	Commend children's work to parents when it merits comment. Communicate tactfully and effectively to parents ways to display children's work at home.	Value of displaying child's work at home Ways to encourage parents to display children's work at home
** Develop effective communication between the parents and staff relative to the child.	Talk with parents when they bring and pick up their children noting information about food, allergies, upsets, naps, etc. Communicate to the parents about the child at the laboratory. Lead parents to communicate about the child at home.	Techniques for communicating with parents -Take-home handouts -Notes -Phone calls -Informal visits -Parent conferences -Parent meetings -Participation in activities and field trips

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Effective communication techniques -verbal -non-verbal -reflective listening
		Responsibility for communications
** Help acquaint parents with the child care center and its program.	Assist in planning an open house to acquaint parents with the child care laboratory and its program.	Ways to acquaint parents with the child care center and its program
	Participate in an open house to acquaint parents with the child care laboratory and its program.	Parent visits to the child care center
	Take parents individually on a tour of the center when child is enrolled.	
** Explain center policies and rules to parents.	Give clear informative answers to questions from parents about the child care laboratory rules and policies after becoming familiar with them.	Explaining center rules and policies to parents
** Report suggestions from parents to the appropriate staff person.	Encourage parents to offer suggestions concerning the child care laboratory and its program.	Significance of parents' suggestions to the child care laboratory and the improvement of its program
	Accept suggestions from parents.	Handling suggestions from parents
	Report suggestions from parents.	
	Follow through on suggestions made by parents when possible.	

INTRODUCTION TO CHILD CARE SERVICES

SUBJECT: Career Opportunities

COMPETENCY: Ability to identify competencies needed to be an effective child care employee.

OBJECTIVES: Examine career opportunities for child care in the local area.

Point out qualifications needed for employment in child care.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Identify career ladders in child care.	Identify child care job and career opportunities through field trips, interviews, observation, and participation.	Job and career opportunities in the field of child care
	Conduct a survey to find out what jobs related to child care are available in the local community.	Child care opportunities in the local community
** Identify qualities which contribute to employability in child care.	Acquire information on the qualifications and requirements for different jobs in child care.	Qualifications for jobs in child care
		Roles of the child care worker
	Find out what jobs require credentialing.	Credentialing for child care workers
	Find out what jobs require education beyond high school or beyond four years of college.	Training needed for child care occupations
** Determine competencies required for positions in child care.	Identify competencies needed for staff positions in child care.	Competencies required for the following child care positions -Director

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Use conferences with parents as a means of gaining insights regarding child.	Attend and participate, if possible, in at least one parent meeting and/or conference.	Parent meetings and conferences -Purposes -Procedures
	Give parents opportunities to discuss their child's development with you.	
	Suggest ways that parents can become involved in the child care center program, such as in planning, repairing equipment, maintaining the grounds, or participating in child care center activities.	Importance of parent involvement in the child care center program Ways parents can become involved in the child care center program
	Suggest activities that busy parents would be able to do with their children at home.	Parent involvement through supportive activities with children at home

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Identify competencies needed for advancement to higher level positions in child care. Set career goals for yourself.	-Teacher -Aide -Volunteer -Cook -Janitor -Bus driver

ENVIRONMENT

SUBJECT: Facilities

COMPETENCY: Ability to provide an interesting, comfortable environment for children.

OBJECTIVES: Evaluate facilities in the child care laboratory.

Create a comfortable environment for children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Help regulate the child's environment to the desired levels of heating, cooling, ventilation, and lighting.	Identify how the child care laboratory regulates heating, cooling and ventilation.	The proper regulation of heating, cooling, and ventilation needed for young children
	Determine if the heating, cooling, and ventilation could be better regulated for the needs of young children.	Regulating heating, cooling, and ventilation
	Distinguish the amount of direct and indirect lighting needed for specific activities at the child care center.	Direct and indirect lighting methods that enhance learning, social, and self-help skills
	Help regulate lighting as appropriate for specific activities.	Regulating lighting for children's activities
** Evaluate child care facilities in terms of meeting program needs and needs of children.	Identify the amount of space, dimension of rooms, furniture, and equipment needed by an effective child care center.	Facilities necessary for an effective child care program -Classroom -Playground
	Evaluate how the child care center's facilities meet program needs and needs of children.	Evaluating child care facilities -Health -Safety -Influence on development

ENVIRONMENT

SUBJECT: Equipment and Supplies

COMPETENCY: Ability to provide an interesting, comfortable environment for children.

OBJECTIVES: Relate the development of young children to the selection of furnishings, equipment, and toys for the child care center.

Assess the safety and appropriateness of toys and play equipment for young children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Evaluate toys, play equipment, and educational materials for use in the child care center.	Evaluate the safety and educational value of the toys and play equipment in the child care laboratory.	Educational toys Free or inexpensive playground equipment and materials Educational value of children's toys and play equipment Safety features of toys and play equipment Evaluating toys and play equipment for young children
* Make toys, play equipment, or educational materials for use in the child care center.	Make inexpensive toys or play equipment for use in the child care laboratory, and record the children's reactions.	Constructing toys and play equipment from inexpensive materials
** Help select furnishings, equipment, toys, and educational materials for young children.	Identify criteria for the selection of furnishings, equipment, and toys for young children used by the child care laboratory.	Criteria for the selection of furnishings, equipment, and toys for young children

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Number of toys considered adequate for size and age of group.
	Make an age-appropriate list of furnishings, equipment, and toys for young children from birth to six years.	Types of toys needed in each area of the child care center -Classroom --Block center --Housekeeping center --Reading center --Science center --Painting area --Woodworking area --Music area -Playground --Permanent, immobile equipment --Mobile equipment

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ENVIRONMENT

SUBJECT: Space Use

COMPETENCY: Ability to provide an interesting, comfortable environment for young children.

OBJECTIVES: Arrange indoor and outdoor space for various activities for individual children, small groups, and large groups.

Organize classroom space into learning centers.

Organize materials and equipment needed in each learning center.

Utilize techniques to involve children in the special arrangement of the child care center.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Arrange equipment and supplies as needed to make the child care center safe and appropriate for the activities of young children.	Draw an appropriate floor plan for a child care center.	Layout and physical set-up of the child care facility and playground
	Help arrange the physical environment so it is safe and appropriate for the planned learning experiences for children.	
	Recognize materials needed for specific activities and place them in convenient proximity to their use.	Safe and efficient arrangement of equipment and supplies
	Design an outdoor playground, indicating what equipment is needed and where it should be placed.	Space needed for children's activities
		Learning centers

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Plan indoor facilities for a child care center.	The effect of facility arrangement on the learning environment of young children
	Record behaviors of children and adults in the planned learning environment; recommend needed changes, if any, for the following day.	Arranging space for learning and self-direction
* Direct children in arranging equipment and supplies as needed.	Guide children in arranging equipment and supplies that they are going to use.	Ways to guide children in arranging equipment and supplies

ENVIRONMENT

SUBJECT: Health

COMPETENCY: Ability to create and maintain a safe and healthy environment for young children.

OBJECTIVES: Demonstrate an awareness of required and recommended health practices for a child care center.

Describe symptoms of common childhood illnesses.

Follow correct procedures in caring for a sick child.

Point out signs that may indicate possible abuse or neglect in a child.

Describe the possible steps to be taken when child abuse is suspected.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Observe health rules and regulations at the child care center.	Identify health rules at the child care laboratory. Observe health rules and regulations at the child care center. Secure health screening required for child care workers. Maintain appropriate health habits when working with children.	Health rules and regulations at child care centers Ways to remind parents of their child's health needs. Health requirements for child care employees
** Identify special medical need(s) of any child with whom one works.	Observe children to identify special medical need(s) of any child with whom one works.	Special medical needs children may have

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Conduct health observations.	Conduct a daily health inspection on each child.	Daily health inspection of children
** Identify symptoms of childhood diseases.	Identify symptoms of common childhood diseases.	Common childhood diseases Communicable diseases Allergies Symptoms of common childhood diseases
* Follow acceptable procedures in reporting signs of illness or discomfort in children.	Report symptoms of illness or discomfort in a child according to the regulations of the center. Notify parents or other designated person when a child becomes ill.	Reporting symptoms of illness or discomfort in a child
** Use appropriate techniques in caring for a sick child.	Provide a place for the sick child away from the other children. Follow parent's instructions concerning how to care for the sick child. Care for a sick child. Take a sick child's temperature. Plan developmentally appropriate activities for a sick child.	Procedures to follow when a child becomes ill Methods to use when caring for a sick child Ways to take a child's temperature Ways to entertain a sick child

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Assist in administering prescribed medications.	Give a sick child medicine only when following doctor's or parent's written instructions.	Administering prescribed medications to young children Meeting licensing standards
** Recognize indications of vision, speech, or hearing problems.	Observe specific children for signs that would aid in identifying vision, speech, or hearing problems.	Signs of vision, speech, or hearing problems in young children
** Recognize signs that may indicate a child has been abused or neglected.	Identify clues to abuse or neglect of a child.	Detecting varied kinds and levels of child abuse Signs of abuse or neglect
	Interact and respond empathetically with all parents--especially those suspected of being abusive.	Characteristics of the abusive parent
	Lovingly care for the abused child--even though he/she may reject touching.	Characteristics of the abused child
** Follow appropriate procedures when child abuse is suspected.	Report any suspected case of child abuse to the child care director.	Appropriate procedures to follow in reporting suspected child abuse Laws governing child abuse Services and agencies involved with child abuse Reporting suspected child abuse to the legal authorities

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Review and make use of individual health records.	Read health records of specific children. Use health records of specific children who are suspected of being ill or abused to determine what action needs to be taken.	Health records

ENVIRONMENT

SUBJECT: Safety

COMPETENCY: Ability to create and maintain a safe and healthy environment for young children.

OBJECTIVES: Describe ways to provide a safe environment for children.

Point out safety hazards in the child care center.

Demonstrate safety practices when working with children.

Utilize the correct procedures for handling accidents and emergencies.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Recognize safety hazards in the child care center.	Locate potential safety hazards in the child care laboratory. Develop a plan to improve safety conditions or traffic patterns in the child care laboratory.	Common causes of childhood accidents Safe facilities Common equipment and supplies which are potentially dangerous to young children. Electrical hazards Dangerous toys Playground hazards Arrangement of equipment and furnishings to keep children safe Role of traffic patterns in the child care center in promoting safety

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Be alert to any potentially dangerous situations in planned and spontaneous activities.	Potentially dangerous situations
Remove hazardous objects from children's reach or presence.	Store knives, scissors, matches, and other dangerous supplies out of children's reach.	Objects hazardous to young children Ways to correct safety hazards
	Store any medications or poisonous materials out of children's reach and/or knowledge of their location.	
Observe safety rules and precautions in the child care center.	Follow safety rules and regulations when working with children.	Following safety rules and regulations
	Use safety precautions when supervising indoor and outdoor play.	Safety precautions to follow when supervising indoor and outdoor play
Enforce safety rules in the child care center.	Guide children in following safety rules by example.	Helping children learn safety rules Methods for enforcing safety rules
	Direct children in crossing the street by going through the procedure with them.	Street and vehicle safety for young children
	Guide children in following safety rules when riding in vehicles.	
	Guide children in playing with pets safely.	Safety when playing with pets

COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Develop rules to insure the safety of young children.	Prepare a proposed set of safety rules for children and staff members to follow, and give reasons for the recommendations.	Safety rules in the classroom, on the playground, and on the bus Safeguards without overprotection
* Carry out emergency procedures in case of illness, accident, fire, or disaster.	Identify emergency procedures to follow in case of illness, accident, fire, or disaster.	Emergency procedures in case of illness, accident, fire, or disaster Emergency telephone numbers of fire station, hospital, police
	Become familiar with the contents of the first aid kit and how they are used.	Contents of a first aid kit
	Follow the procedures outlined by the child care center in case of illness, accident, fire, or disaster.	Emergency procedures Artificial respiration
	Report an accident to the child care director.	Procedures to follow when a child has an accident
	Notify the child's parents or other designated person when an accident occurs.	
	Call the injured child's doctor and an ambulance, if necessary.	
	Identify what weather or natural disasters might occur in your part of the country.	Weather or natural disasters which might occur locally
	Follow proper procedures if a weather or natural disaster should occur.	Procedures to follow when weather or natural disasters occur

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Direct children during fire drills or an actual fire.	Become familiar with fire drill procedures in the child care laboratory. Direct the children to leave the laboratory by the appropriate exits during fire drills or fire. Lead the children outside away from the fire. Count the children to make sure they are all out of the building. Report fire to person who is responsible for calling the fire department.	Procedures for fire drills
** Follow center's procedures for administering first aid to an injured child.	Apply appropriate first aid to an injured child, when directed.	Appropriate first aid for specific injuries Applying first aid to an injured child
	List the behaviors of specific children who have frequent accidents in the child care center.	Characteristics of the accident-prone child
** Prepare accident report after witnessing an accident.	Complete an accident report for the child care director when necessary.	Accident reports

ENVIRONMENT

SUBJECT: Nutrition

COMPETENCY: Ability to plan and prepare nutritious snacks and meals for young children.

OBJECTIVES: Point out ways the nutritional needs of young children can be met within group care.

Apply efficient and sanitary procedures in preparing food for young children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Plan varied, nutritious, and appetizing snacks for children.	Note the dietary needs of specific children in the child care laboratory that are different from the needs of other children.	The importance of good nutrition for young children Requirements for adequate nutrition from the four food groups Specific nutritional needs of young children from birth to school age Dietary needs of specific children
	Plan at least one snack for children.	Planning varied, nutritious, and appetizing snacks for children Midmorning or midafternoon snacks
* Plan varied, nutritious, and appetizing menus for children's meals.	Plan at least one week's menus for children's meals in the child care laboratory.	Planning varied, nutritious, appetizing and easy-to-handle meals for children Writing a menu
* Inventory food and supplies.	Check available food and supplies to see what is needed for the menu planned.	Checking food and supplies

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Prepare a shopping list for food and supplies needed for menu planned.	Prepare at least one shopping list for food and supplies needed for the planned menus.	Preparing market orders for food and supplies to be used for feeding the children in the child care center
* Follow safe and sanitary procedures when preparing food.	Use safe and sanitary procedures when preparing food for children.	Safe and sanitary procedures to be used when preparing food
	Note any signs of contaminated or decomposed food.	Food poisoning
** Schedule food preparation to insure that snack or meal is ready on time.	Write at least one work schedule for preparing a meal.	Writing work schedules for food preparation
* Prepare nutritious snacks and meals for young children.	Follow a work schedule when preparing food.	Following a work schedule
	Make recipe cards for the foods prepared.	Following a recipe
		Skills needed in food preparation
	Use correct cooking methods to maintain the nutritional value of foods.	Using correct cooking methods to maintain nutritional value of foods
	Prepare at least one snack for children in the child care center.	Preparing nutritious snacks for children
	Prepare at least one meal for children.	Preparing nutritious meals for children

ENVIRONMENT

SUBJECT: Clothing

COMPETENCY: Ability to demonstrate an awareness of important considerations concerning children's clothing.

OBJECTIVES: Point out center policies regarding clothing.

Describe features to be considered when choosing children's clothing.

Determine how to care for children's clothing.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Carry out the center's policies regarding children's clothing.	Identify the laboratory's policies regarding clothing.	Significance of clothing Emotional aspects of clothing Importance of color choices Policies of the child care laboratory regarding children's clothing
	Support in conversations with children and parents the laboratory's policies regarding clothing.	Enforcing policies regarding clothing
Use clothing provided at the child care center as directed.	Help children put on and take off special clothing needed for specific activities, such as dress up clothes and painting aprons.	Appropriate clothing for the children and their activities at the child care center
Store personal and center clothing used by children properly.	Store children's personal clothing properly in designated place.	Storage units for clothing in the child care center

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Store child care laboratory's clothing properly in a designated place.	
	Help child change clothing, if necessary.	Extra clothing
	Guide the child in putting away own and laboratory clothing.	Levels of development needed in order to store own clothing and locate again.
	Store extra clothing in assigned place.	
** Encourage parents to dress children appropriately for their activities at the child care center.	Communicate with parents about activities at the child care laboratory, such as painting, water play, and outdoor play.	Growth, safety, self-help, durability, and comfort features in children's clothing
		Appropriate clothing for specific activities
	Encourage parents to dress children appropriately for such activities as painting, water play, and outdoor play.	Ways to encourage parents to dress children appropriately for activities at the center

ENVIRONMENT

SUBJECT: Housekeeping and Maintenance

COMPETENCY: Ability to assist with the housekeeping and maintenance tasks at the child care center.

OBJECTIVE: Determine ways to keep the child-care facilities clean and in good condition.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Assume responsibility for helping to maintain cleanliness and attractiveness of the center during the day.	Accept part of the responsibility for keeping the child care laboratory clean and in an orderly condition.	Ways to keep the center clean and in an orderly condition
	Clean and straighten cabinets, cupboards, and shelves when needed.	
	Clean mirrors and windows when needed.	
	Guide children in cleaning up after themselves, as appropriate for their ability levels.	Ways to guide children in cleaning up after themselves
Clean furniture, equipment, and toys.	Clean, dust, and polish furniture and equipment when needed.	Cleaning furniture, equipment, and toys
	Check to be certain that children's toys are clean.	
	Clean toys with child's help.	
	Disinfect toys periodically.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Clean animal cages, pens, or containers.	Cleaning animal cages, pens, or containers
* Repair furniture, equipment, or toys, if possible.	List furniture, equipment, and toys that need repair.	Repairing furniture, equipment, and toys
	Remove any broken furniture, equipment, or toys--especially those that might be dangerous to the child's safety.	
	Repair broken toys, if possible.	
	Enlist parent help with repairs, if possible.	
Clean floors regularly and as needed.	Write an appropriate schedule for vacuuming, cleaning, waxing floors and/or carpet in the center.	Procedures for cleaning floor surfaces in the child care center.
	Encourage children to clean up spills and other mishaps on floor surfaces by showing them how to do it.	
Dispose of trash and garbage.	Pick up trash in the child care laboratory and put in a trash basket.	Locations for disposing of trash and garbage in the child care center
	Take out trash and garbage as needed.	
	Dispose of trash and garbage outside at the designated place.	

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Clean toilets, lavatories, and bathroom areas.	Help child-care personnel clean and sanitize toilets and lavatories regularly and as needed. Help children and other adults keep bathroom areas clean and sanitary.	Methods for cleaning toilets, lavatories, and bathroom areas
Empty and sanitize training chairs.	Empty and clean training chair as soon as the child has used it. Keep training chairs clean and sanitary.	How to clean and sanitize training chairs
Clean surfaces and equipment in the kitchen.	Note how all surfaces and equipment in the kitchen can be kept clean and sanitary.	Procedures for cleaning surfaces and equipment in the kitchen
Clean sidewalks, play yards, and parking areas.	Sweep and clean sidewalks and parking areas when needed. Pick up trash and debris from play yards. Guide children in storage of play equipment Mow the lawn when needed. Work with several children in cleaning outside play equipment when needed.	How to keep areas outside the child care center clean
Sort, launder, fold, and store children's clothing, diapers, towels, sheets, etc.	Assist other personnel with laundering duties at the child care laboratory.	Laundry duties, such as sorting, washing, folding, and storing

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Use of laundry and diaper services
Care for animals and water plants or direct children in doing these tasks.	Care for animals and plants in child care facility.	Care and feeding of animals
		Care and watering of plants
	Direct children in the care and feeding of animals.	Directing children in the care of plants and animals
	Guide children in watering plants.	

DEVELOPMENT

SUBJECT: Characteristics of Children's Development

COMPETENCY: Ability to guide growth and development of young children.

OBJECTIVES: Point out influences on a child's development.

Determine developmental tasks appropriate as learning activities for specific children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Identify influences on a child's development.	Study background information from parent's data sheet and observations made of child to identify influences on development. Observe possible ways in which the child care laboratory influences each child's development.	Meaning of development Influences on development Principles of growth and development Effects of sex roles on development Influence of early years on later development
** Note children's developmental progress.	Observe and record children's developmental progress on a checklist of developmental behaviors.	Checklist of children's developmental behaviors from birth to six years
** Recognize individual differences in children's development.	Observe four children of the same chronological age and identify differences among their behaviors.	Individual differences in children's development Interaction of maturation and learning

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Help children to master developmental tasks in a logical order.	Note from the developmental checklist developmental tasks which the four children give evidence of trying to master.	Expected developmental tasks at specific chronological ages
	Identify the sequence in which developmental tasks are being accomplished by the four children.	Sequence for accomplishing developmental tasks Identification of probable critical periods
	Prepare an activity and work individually with a child who is attempting to master a developmental task.	Ways to help children master developmental tasks Criteria indicating readiness
	Identify a developmental task on which a group of children are working.	Activities which help children master developmental tasks
	Prepare an activity which will help them master the developmental task.	

DEVELOPMENT

SUBJECT: Physical Development

COMPETENCY: Ability to guide growth and development of young children.

OBJECTIVE: Identify the observable characteristics of physical development in young children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Measure and record a child's physical growth using appropriate techniques.	Measure and record a child's physical growth over a period of time.	Techniques for measuring a child's physical growth
** Identify factors causing variations in the growth of children.	Observe the children in the center to identify variations, if any, in their growth. List possible reasons for these growth variations.	Influences on the growth and body development of children
** Relate physical development to the child's total development.	Observe how physical development of one boy and one girl seems to be affecting other areas of development.	Effects of physical development on a child's total development
** Compare children's physical growth and characteristics at different ages.	Compare physical characteristics of children at different ages.	Sequence of children's physical growth and characteristics from birth to six years
** Observe physical and sensory development.	Determine where specific children are within expected patterns and stages of physical development.	Patterns and stages of physical growth and development
	Use a checklist to assess the physical and sensory development of children.	Ways to evaluate the physical and sensory development of young children

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Help children achieve large muscle coordination.	Observe children's practicing of activities which require large muscle coordination.	Definition of motor tasks
	Keep a frequency count of equipment and materials most used in the center for gross motor skills and large muscle coordination.	Materials to encourage gross motor skills Activities which require large muscle coordination
	Plan interesting and challenging activities which aid in the development of large muscle coordination.	Activities which help children develop large muscle coordination
	Guide specific children in activities appropriate for their developmental level which aid in the development of large muscle coordination.	
* Help children achieve small muscle coordination.	Observe children practicing activities which require small muscle coordination.	Materials to encourage fine motor skills
	Plan activities for specific children which may aid in the development of their small muscle coordination.	Activities which require small muscle coordination
	Guide specific children in activities planned to aid in their development of small muscle coordination.	Activities which help children develop small muscle coordination

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Help children learn to perform motor tasks appropriate for their stage of development.	Determine the motor tasks which specific children are working to achieve.	Motor tasks appropriate for different stages of development Characteristics which hinder learning motor tasks -Color blindness -Deafness -Physical disorders Influence of physical size on motor skills Relation of motor skills to other kinds of learning
	Plan at least one activity to help a child learn motor tasks appropriate for her/his stage of development. Carry out with one child at least one activity to help the child learn motor tasks appropriate for her/his stage of development. Develop an activity to help children who are working on the same motor task learn the task.	Activities which aid children in learning motor tasks appropriate for different stages of development
** Identify children with motor development problems.	Observe the children for signs of motor development problems. Identify their behaviors and report to the director the specific motor development problems noted.	Signs of motor development problems in young children

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DEVELOPMENT

SUBJECT: Intellectual Development

COMPETENCY: Ability to guide growth and development of young children.

OBJECTIVES: Summarize factors that affect intellectual development.

Assess children's intellectual development.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Determine factors influencing a child's intellectual development.	Observe the children in varied routines and environments in the child care laboratory.	Principles of intellectual development Ways children learn
	Record and list methods used by various age levels for learning.	Rate at which children learn
	Identify concepts sequentially developed by the child from two to six years of age.	Definition of concept Influences on concept development Ways children form concepts Sequential development of concepts Characteristics of young children's concepts Ways children's concepts compare to adult concepts
	Identify possible influential factors on the child's concept development.	Factors which influence intellectual development

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Observe factors in the child care center that are aiding in forming specific concepts for the intellectual development of specific children.	
* Help children learn to perform intellectual tasks appropriate for their age level.	Plan at least one activity to help a specific child develop intellectually. Carry out the activity with the child. Plan and carry out an activity to stimulate the intellectual development of a group of children. Assess the results of the above activity.	Intellectual tasks for different levels of maturity Activities which foster intellectual development Materials useful in promoting intellectual growth
** Observe children's intellectual development.	Use appropriate techniques to determine the intellectual levels of individual children. Test the progress of children in developing one concept over a period of time.	Methods of measuring intellectual development, such as use of a form board Evaluating the development of a concept by specific children

DEVELOPMENT

SUBJECT: Language Development

COMPETENCY: Ability to guide growth and development of young children.

OBJECTIVE: Determine possible influences on children's language development.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Observe children's language development.	Identify the stages of language development and the ages at which they usually occur.	Stages of language development
		Major tasks in speech development
	Record speech samples of children at different stages of language development.	Variations in speech development
		Defective speech
	Become aware of the influence of adults on children's language development.	
	Become aware of the influence of a second language on children's language development.	Bilingualism
	Use appropriate vocabulary when working with children.	Importance of using age-appropriate syntax and vocabulary when talking to children
** Determine levels of children's language development.	Observe the levels of language development by four children of different ages from two to six years.	Levels of children's expressive language development

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Help children develop language skills.	Determine the stage of language development of specific children. Plan an activity to help children develop language skills. Implement a language experience. Assess the results of the language development activity.	Analyzing children's language development Methods for developing communication skills Activities which foster language development Materials in carrying out a language experience Techniques for bilingual language development

DEVELOPMENT

SUBJECT: Emotional Development

COMPETENCY: Ability to guide growth and development of young children.

OBJECTIVES: Create an environment in which both children's positive and negative feelings can be expressed and accepted.

Employ methods to aid children in healthy emotional development.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Identify typical childhood emotions.	Observe and record emotions exhibited by children in the child care laboratory. Compare emotions observed to expected childhood emotions. Classify emotions expressed by children as either positive or negative.	Sequence of the expression of childhood emotions Ways children express emotions Stages of emotional maturity Emotional deprivation Difference in acceptability of the expression of certain emotions by racial, ethnic, and social class groups Positive and negative emotions Factors influencing children's emotional development Experiences which may cause extreme emotions in children

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Working with children when they exhibit fear in situations which adults consider fear unreasonable Handling situations in which children exhibit realistic fears
* Observe children's emotional reactions when mother or father leaves.	Observe and keep a record over a period of weeks of the emotional reactions of children when their mothers or fathers leave.	Emotional reactions of preschool children when mother or father leaves and reasons for these reactions Ways to help children separate from parents
* Encourage children to express emotions in an acceptable manner.	Guide children in expressing their emotions in an acceptable manner.	Socially acceptable ways to express emotions in the child care center Tension outlets for children Guiding children's emotional expression Handling outbursts of emotion
* Guide children to talk about what they feel.	Encourage children to express their feelings verbally.	Verbal expression of emotions
* Encourage children to vent frustrations in an acceptable manner.	Guide children to vent frustrations in an acceptable manner.	Appropriate ways to vent frustrations Activities to help children vent frustrations
** Observe children's emotional development.	Assess the levels of emotional development of specific children in the child care center.	Ways to assess children's emotional development

DEVELOPMENT

SUBJECT: Social Development

COMPETENCY: Ability to guide growth and development of young children.

OBJECTIVES: Utilize appropriate methods to help children develop socially.

Teach children to respect the rights and feelings of others.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Help children participate in the group.	Encourage each child to participate in group activities that are planned for his/her developmental level.	Ways to include children in group activities
Guide children to share and take turns.	Encourage children to share things with each other and to take turns in appropriate ways for sequential developmental levels.	Ways to help children develop positive attitudes toward sharing and taking turns from age two to six Helping children with peer relationships
* Settle arguments or guide children to settle their own arguments, as appropriate.	Help settle arguments between children by allowing them to settle arguments not involving danger to the children.	Ways to settle arguments
** Identify the stages of social development in early childhood.	Determine by use of a checklist of social behaviors specific children's stage of social development.	Meaning of social development Stages of social development

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Identify influences on social development.	Identify possible influences on children's social development both from parental and center contacts.	Influences on children's social development Environmental aids to social growth
* Accept differences in children's personalities.	Observe and list differences in the personalities of children.	Evidences of behavior reflecting different personality characteristics
	Recognize and accept children despite differences in their personalities.	Reasons for differences in personalities
** Determine the influences on a child's personality development.	List factors that seem to have an effect on specific children's personality development from observations in the child care laboratory.	Factors which make early childhood a critical period in a child's personality development Influences on a child's personality development
	Exhibit acceptable behavior for children to model.	Behavior modeling
** Observe the social behavior exhibited by specific children.	Observe ways that children are socialized in the child care laboratory.	Ways children are socialized
	Observe and compare the reactions of children to others in a group situation and when they are alone.	Ways children behave in a group situation Sequences of children's behaviors when they are alone Benefits of social interaction

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Keep social development records on each child.	Write daily anecdotes regarding children in social situations in the child care laboratory.	Social development records
	Prepare specific activities for a child's social development from lone to one-to-one to more-than-three in a group.	Factors which contribute to successful group participation

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BEHAVIOR

SUBJECT: Characteristics of Children's Behavior

COMPETENCY: Ability to assist children in developing behavioral patterns which promote their development.

OBJECTIVES: Find ways to handle varying behaviors in young children.

Outline possible influences on children's behavior.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* React to children's behavior in an appropriate manner.	Identify acceptable and unacceptable behavior patterns in children.	Behavior patterns acceptable to children's parents and to child care center personnel
		Behavior patterns unacceptable to children's parents and to child care center personnel
		Situations which induce children's unacceptable behaviors
	Note other persons' reactions to children's acceptable and unacceptable behavior.	Appropriate and inappropriate reactions to acceptable and unacceptable behavior
	React to specific children's behaviors in a manner that encourages acceptable behaviors.	Ways to deal with specific behaviors
* Establish and maintain realistic and consistent expectations for the behavior of young children.	Observe behavior of children at different ages in a variety of situations.	Types of behavior in young children

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Compare one child's behavior to others in similar situations.	Behavior of children at different ages and developmental levels
	Identify realistic and consistent expectations for children's behavior with adults and with other children of varying ages.	Children's behavior with adults Children's behavior with other children
	Record individual differences in children's behaviors.	Individual differences in children's behavior
	Maintain consistent expectations for children's behavior.	Methods for maintaining realistic and consistent expectations for the behavior of young children
** Determine possible influences on children's behavior.	Identify possible influences on children's behavior.	Hereditary influences on children's behavior
	Observe and record persons and environments which influence specific children's behaviors in the child care laboratory.	Environmental influences on children's behavior Ways children learn behavior
	Identify environmental variables which seem to trigger variations in one child's behavior.	Reasons children's behavior varies in different situations
	Determine possible reasons why children behave in ways unacceptable to adults.	
* Identify behavior problems of children.	Identify behaviors of children that do not appear to be their usual modes.	Unique behavior problems

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Report unusual behavior of children to teacher or director.	Report to the child care director any child's behaviors that appear to be unusual for that child.	Reporting unusual behavior

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BEHAVIOR

SUBJECT: Guidance

COMPETENCY: Ability to assist children in developing behavioral patterns which promote their development.

OBJECTIVE: Employ direct and indirect guidance techniques when working with young children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Communicate effectively with young children.	Use effective communication skills when working with children.	Effective communication skills
	Use a quiet voice as much as possible.	Using a quiet, calm voice with children
	Communicate with child on his/her level.	Communicating with a child on her/his/level physically and verbally
	Let the child know that you understand and accept his/her feelings.	Accepting a child's feelings
** Guide children's behavior using appropriate direct and indirect guidance techniques.	Choose age-appropriate direct and indirect guidance techniques when working with children of varying ages and capabilities.	Direct guidance techniques--physical and verbal
		Indirect guidance techniques--choosing and arranging equipment and materials, scheduling, and manipulating the environment
	Use direct and indirect guidance techniques to deal with children's behaviors.	Utilizing effective guidance techniques

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Help children develop desirable attitudes toward authority.	Children's attitudes toward authority
	Use effective methods to control children's behavior either individually or in groups.	Guidance techniques to use when working with children individually or in groups
* Guide children in developing acceptable behavior patterns.	Use positive reinforcement effectively to guide children's behavior.	Adult behaviors that give the child positive or negative reinforcement
		How positive and negative reinforcement can be used in various situations
		Using positive and negative reinforcement effectively
		Promoting the child's self-control and responsible behavior
* Permit children to make decisions when it is appropriate.	Allow children to make decisions appropriate for their ages and developmental levels.	How to encourage decision-making by young children
	Give choices to children only when you can comfortably accept every choice.	Techniques for giving children choices
		Providing alternatives acceptable to the person permitting the choice to be made by the child
** Handle specific behavior problems effectively.	Observe how specific behavioral problems are handled in the child care laboratory.	Specific behavior problems in the child care laboratory
		Possible reasons for the specified behavior problems

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Analyze the events before and after a specific behavior problem.	Procedures to follow in handling behavior problems
	Plan an environmental change that might induce the child to change his/her behavior.	Behavior modification
	Plan possible alternatives for managing aggressive children, such as pushers, kickers, and biters.	Ways to handle aggressive children
	Record behaviors and evaluate the success of the alternative tried.	
	Create activities that use the skills of bossy or domineering children.	Ways to handle domineering children
	Record behaviors and evaluate the success of the activity used.	
	Plan a course of action for managing a child's temper tantrum.	Ways to handle temper tantrums
	Plan an activity to interest and involve withdrawn children.	Ways to handle withdrawn children

BEHAVIOR

SUBJECT: Discipline

COMPETENCY: Ability to assist children in developing behavioral patterns which promote their development.

OBJECTIVES: Employ effective discipline techniques in working with young children.

Determine ways to help children develop self-discipline.

Relate punishments to specific misbehaviors.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Apply methods that comply with the philosophy of discipline used in the child care center.	Identify behaviors of children that you find unacceptable and explain why each cannot be tolerated.	Definition of discipline Reasons for discipline
	Define the purpose of discipline in specific situations.	Purposes of discipline
	Identify and adhere to the philosophy of discipline used in the child care laboratory.	Philosophy of discipline used in the child care laboratory
	Record differences in the child care personnel's adherence to a philosophy of discipline.	Authoritarian, authoritative, and permissive philosophies of discipline Characteristics of the major philosophies of discipline
* Maintain discipline using effective techniques.	Use age- and level-appropriate discipline techniques when working with children.	Appropriate discipline techniques for specific children in identified situations

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Changing the environments (persons and things) that cause behaviors that cannot be tolerated.
	Write a plan for setting limits in the child care facilities that allows the child self-control.	Need for setting limits to provide discipline
		Positive direction
	Use a method of discipline in specific situations that seems appropriate for adjusting child's behavior and record the results.	Factors influencing discipline for a given child in a particular situation
	Be consistent in disciplining children.	Necessity for consistency in discipline
	Evaluate the effectiveness of discipline techniques used in specific situations.	Methods for evaluating the effectiveness of discipline techniques
** Encourage children to develop self-discipline.	Provide ways for a child to develop self-control and self-discipline.	Self-discipline
	Modify specific situations to show how self-discipline could be encouraged.	Ways to encourage self-control and self-discipline
** Choose appropriate action to re-direct a child's behavior in keeping with the center's policy.	Plan several alternatives for re-directing a child's unacceptable behaviors.	Alternatives to punishment to achieve desired behaviors
		Ways to re-direct behaviors
	Use alternative methods other than punishment to achieve the goal of desired behavior.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Use appropriate guidance to help child achieve desirable behaviors. Record and evaluate the results of attempts to re-direct a child's behavior.	

ROUTINES

SUBJECT: Routine Activities

COMPETENCY: Ability to direct young children in routine activities.

OBJECTIVES: Utilize effective methods when guiding young children in routine activities.

Demonstrate ability to use transitions to move children from one activity to another.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Help children learn the established routines of the child care center.	Guide children in learning the established routines of the child care center.	Importance of routine activities at child care centers Timing in routine activities Establishing routines
	Provide smooth transitions from one activity to another. Make a file of transition activities.	Transition activities
* Supervise routine activities.	Assist and direct children in routine activities.	Supervising routine activities
* Encourage independence in routine situations.	Encourage independence in routine situations. Provide opportunities for children to do routine activities on their own, when appropriate.	Ways to encourage independence in routine situations

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ROUTINES

SUBJECT: Arrival and Departure

COMPETENCY: Ability to assist with arrival and departure procedures at the child care center.

OBJECTIVE: Determine accepted procedures for handling arrival and departure of children and parent(s) at a child care center.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Use appropriate techniques for greeting child and parent.	Greet pleasantly child and parent upon their arrival.	Techniques for greeting child and parent
	Listen to parents' directions and information about child or self.	
* Give simple health check when the child arrives at the center.	Conduct a daily health check on specific children upon their arrival.	Procedures for conducting simple, daily health checks
	File in child's record folder any diagnosed illnesses or health problems.	
Check children into center upon arrival and out of center upon departure.	Check children into the center upon arrival.	Check-in procedures
	Encourage child to put outer clothing in designated place.	Arrival routines
	Help child become involved in activities already in progress.	Ways to help new arrivals join activities already in progress
	Check children out of the center upon departure.	Check-out procedures
		Persons with which child may leave

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Prepare children to go home.	Guide children in the dismissal routine.	Dismissal routines
	Assist children in putting on outer garments.	
	Pass out any materials to be taken home by the children.	
	Escort children safely to their parents' cars if parents do not enter the center.	
Direct activities for a group of children of varied ages who arrive in the morning before all workers have arrived.	Arrange an environment for a group of children of varying ages who arrive before all child care workers have arrived.	Handling early arrivals Children arriving at different times
	Plan activities for early arrivals.	Activities for early arrivals
	Guide children in flexible activities which allow new arrivals to join activities already in progress.	

ROUTINES

SUBJECT: Toileting and Washing

COMPETENCY: Ability to guide young children in bathroom procedures, such as toileting and washing.

OBJECTIVE: Determine effective ways to direct young children in bathroom procedures.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Provide time and facilities for children's toileting needs.	Identify clues from specific children who need to go to the bathroom.	Signs that children need to go to the bathroom
	Allow children to go to the bathroom as needed.	How to detect clues from specific children of the need for the bathroom
	Remind all the children to go to the bathroom at regular times, such as after nap time.	Times when children usually need to go to the bathroom
		Use of staggering time
Guide children in toileting procedures.	Supervise children's toileting procedures.	Methods for guiding children in toileting procedures
	Prepare ways to assist a specific child with a toileting problem.	Problems that may arise during toileting
Supervise children's cleanliness procedures after toileting.	Demonstrate for children the clean and efficient way to clean themselves after toileting.	Guiding children in cleanliness procedures after toileting

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ROUTINES

SUBJECT: Meals and Snack Time

COMPETENCY: Ability to create a healthy environment for children during meal or snack time.

OBJECTIVE: Outline alternatives for helping children develop acceptable and healthy eating habits.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Help children get ready for eating.	Direct children in where and how to wash their hands before eating.	Preparations for eating healthfully
	Discuss the day's menu with children.	
	Encourage children to assist in setting the table and serving their own and others' food when appropriate.	Setting a table for different occasions -Snacks -Meals -Parties
		Opportunities for children to serve themselves
		Serving dishes and utensils that are easily handled by children
Create a pleasant atmosphere for children at meal or snack time.	Use factors, such as seating arrangements and pleasant conversations to create a pleasant atmosphere at meal or snack time.	Ways to create a pleasant eating environment
		Environmental aids to good appetites
Serve snacks to children or supervise them as they serve themselves.	Serve snacks to children.	Serving children snacks

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Tell children how to serve themselves, whenever possible.	Encouraging children to serve themselves
Serve meals to children or supervise them as they serve themselves.	Serve food to children in small, neat portions.	Things to remember when serving food to children
	Permit children seconds when they want more.	Methods to encourage children to manage themselves at mealtime
	Plan to serve meals before children get too hungry or too tired.	
	Plan to serve food to children at a lukewarm temperature.	
* Introduce new foods to young children.	Check with parents to find out what foods each child cannot eat.	Ways to introduce new foods to children
	Plan to serve new foods to young children in small amounts together with known and liked foods.	
	Record children's reactions to new foods.	Children's reactions to new foods
* Encourage children to try all foods.	Encourage but do not force children to try all foods.	Ways to encourage children to try all foods
	Eat and talk with the children while demonstrating your enjoyment of food served.	Importance of eating with children and setting a good example
** Determine reasons for children's reactions to foods.	Record children's reactions to familiar and new foods.	Children's emotional reactions to food

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Compare emotional reactions to food likes and dislikes of specific children.	Eating patterns and habits of young children Emotional aspects of food
	Identify possible reasons why specific children have emotional reactions to certain foods.	Reasons for children's emotional reactions to food
Eat with children using appropriate table manners.	Set a good example when eating with children by using appropriate table manners.	Importance of using appropriate table manners when eating with children
* Help children to develop good food habits and table manners.	Encourage children to develop good food habits and table manners.	Ways to help children develop good food habits and table manners Reinforcing good food habits and table manners.
Encourage children to clean their places after meal or snack time.	Guide children in cleaning their places after meal or snack time by setting an example.	Ways to encourage children to clean their places after meal or snack time

ROUTINES

SUBJECT: Nap or Rest Time

COMPETENCY: Ability to assist with the preparation and supervision of nap or rest time.

OBJECTIVES: Demonstrate ways to prepare children for nap or rest time.

Apply effective techniques when supervising nap or rest time.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Recognize symptoms of fatigue in children.	Observe for specific symptoms of fatigue in several children.	Symptoms of fatigue in children
	Record the times of day when these symptoms of fatigue occur.	Times during the day when rest seems needed
		Kinds of rest children need
Use quiet activities to help calm children before nap or rest time.	Plan at least one quiet activity to use with children just before nap or rest time.	Quiet activities before nap or rest time, such as music, poetry, stories, quiet games, and conversation
	Lead children in at least one quiet activity before nap or rest time.	
Help prepare room or area for children's nap or rest time.	Work with children to prepare for nap or rest time--i.e. place cots, rugs, mats, sheets, etc. in room.	Preparing room for nap or rest time
	Provide a restful atmosphere for the children during nap or rest time.	Ways to provide a restful atmosphere
		Grouping children for nap time

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Record whether or not the planned grouping of children during nap time results in their resting.	
Help children prepare for rest or nap time.	Direct children in toileting before rest or nap time when necessary.	Preparing children for rest or nap time
	Assist child, if child requests help, in removing shoes before rest or nap time.	
Supervise children during nap or rest time.	Supervise (if requested by center personnel) children during nap or rest time.	Supervising children during nap or rest time
	Relax during nap or rest time to serve as a model for the children, when directed.	Serving as a model for children
		Techniques for promoting rest and sleep
	Work with teacher or director to plan and prepare activities while children are napping or resting, when directed.	
	Maintain consistent expectations for children during nap or rest time.	Importance of consistent expectations for children during rest procedures
	Arrange a restful environment for a child who has difficulty relaxing.	Individual differences in resting habits
Help straighten up sleep or rest area after rest period.	Assist children in putting away cots, rugs, mats, sheets, etc., after rest period.	Arranging room after rest period

ROUTINES

SUBJECT: Dressing and Undressing

COMPETENCY: Ability to guide young children in dressing and undressing.

OBJECTIVES: Utilize effective techniques in dressing and undressing children.

Determine ways to encourage independence in children's dressing and undressing.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Encourage children to be as independent as possible in dressing and undressing.	Observe what dressing procedures several children can do in dressing themselves.	Levels of development as related to the children's capabilities to dress themselves
	Give children opportunities to dress and undress themselves.	Ways to encourage independence in dressing and undressing
	Give children adequate time for dressing and undressing.	Self-help features on clothing
	Assist specific children in putting on the clothing that you have observed they cannot handle--i.e. buttons, zippers, buckles, and hooks, when the child asks for help.	Helping children dress themselves Clothing features which are difficult for children to manipulate
	Guide children in learning to tie their shoes, one step at a time.	Helping children tie their shoes
	Praise children's efforts in dressing and undressing themselves.	Importance of praise in encouraging children to dress and undress independently

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Plan and implement an activity to teach the various self-help skills.	Self-help skill development activities Importance of providing opportunities to practice self-help skills when there is no time pressure
Direct children in dressing appropriately for outdoor play.	Guide children in selecting appropriate clothing for outdoor play. Assist children who request help in putting on outer clothing for outdoor play.	Clothing needed for various seasons Clothing needed for outdoor play
	Provide activities to help children learn to select clothing appropriate for the various seasons.	Activities to teach clothing selection for various seasons

ROUTINES

SUBJECT: Preparation and Cleanup

COMPETENCY: Ability to guide children in preparation and cleanup activities.

OBJECTIVES: Provide the means for children to make their own preparations for various activities.

Provide the means for children to clean up after they have completed their activities.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Help children get out supplies and equipment needed for various activities.	Assist children in getting out supplies and equipment used for various activities.	Preparing supplies and equipment for various activities
Help children get ready for outdoor play.	Help children prepare for outdoor play.	Preparing for outdoor play
Guide children in using acceptable cleanup and storage methods for various activities.	Direct children in cleanup procedures for various activities.	Signals for cleanup time
		Appropriate clean-up methods for various activities in the child care center
	Show children where to store equipment and supplies for various activites.	Storing equipment and supplies for various activities
	Guide children to store the equipment and supplies they have used for each of their activities.	
Guide children in proper care and storage of toys and equipment as appropriate for their ages and ability levels.	Instruct children in the proper care of toys and equipment as appropriate for their ages and ability levels.	Proper care of the toys and equipment in the child care center

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Assist children with the storage of toys and equipment as appropriate for their ages and ability levels.	Location of storage of the toys and equipment agreed upon by child care personnel
Help child clean up an accident on his/her ability level as soon as possible after it occurs.	Assist a child in cleaning up an accident on his/her ability level as soon as possible after it occurs. Encourage the child to feel comfortable about the accident and clean-up.	Helping a child clean up an accident
Guide children in developing good work habits.	Encourage children to help themselves, to cooperate with others, to follow instructions, and to develop other good work habits.	Helping children develop good work habits

CHILDREN'S PROGRAM

SUBJECT: Classroom Management and Program Planning

COMPETENCY: Ability to assist with classroom management and program planning at the child care center.

OBJECTIVES: Utilize effective classroom management procedures when working with children.

Determine factors to be considered when planning a program for a child care center.

Plan a daily and weekly schedule for a child care center.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Identify factors which influence program planning at the child care center.	Designate factors which may influence program planning.	Factors which may influence program planning
** Help schedule daily activities.	Make a proposed schedule for daily activities at the child care laboratory which reflects an understanding of children's needs.	Characteristics of a good daily schedule Scheduling daily activites for varying ages of young children for their optimal development -Full day -Half day
	Discuss with child care personnel the feasibility of carrying out the proposed schedule.	
	Adapt schedule as necessitated by changes in seasons or weather, teacher attendance, special occasions, emergencies, or unforeseen events.	Reasons schedule changes may be needed
* Arrange room appropriately for specific activities.	Arrange the learning environment for an activity to reach a specific objective.	Room arrangements for activities that will promote specific learnings at various age levels

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Guide children in arranging the room for specific activities when appropriate for their age level.	Activity centers for various developmental levels
** Prepare materials needed for specific activities.	Locate materials needed for specific activities.	Materials needed for specific activities
	Identify learning materials suitable for the children's stages of development.	Learning materials suitable for each developmental level of children from 0-5 years
	Help prepare and assemble materials needed for specific activities.	Preparation of learning materials
* Assemble and organize equipment and supplies for specific activities.	Locate equipment and supplies needed for specific activities.	Equipment and supplies needed for specific activities
	Prepare equipment and supplies for specific activities.	
	Assist in keeping equipment in working condition.	Equipment maintenance
	Note unusable equipment, and report to the director of the child care center.	
* Write (print) in a manner appropriate for use with young children.	Use clearly and correctly formed letters when printing for children who are at a developmental level for using this kind of symbols.	Style of printing appropriate for use with young children
	Say the word to children as a word is being written.	Verbally reinforcing a printed word to develop mentally ready children

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Prepare bulletin boards.	Plan attractive bulletin boards appropriate for learning experiences and other activities at the child care laboratory.	Bulletin boards appropriate for learning experiences and other activities
	Use imagination and creativity in preparing bulletin boards for young children at their eye level and appropriate for their developmental level.	Preparing bulletin boards for young children Characteristics of bulletin boards suitable for various age levels
* Arrange displays of children's work.	Assemble attractive displays of children's work at their eye level.	Displaying children's work for their learning and enjoyment
Decorate the child care center appropriately for seasons, holidays, or themes.	Plan and prepare decorations appropriate for seasons, holidays, or themes.	Decorations appropriate for seasons, holidays, or themes Characteristics of decorations suitable for use with young children at different ages
	Put up decorations with approval of child care center personnel and children in the room. Guide children in making and putting up their own decorations.	Decorating the child care center
Direct children in proper use and care of toys, equipment, and supplies.	Show children how to use and care for toys, equipment, and supplies. Supervise children as they use and care for toys, equipment, and supplies.	The use and care of toys, equipment, and supplies

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Operate audio-visual equipment.	Learn to use audio-visual equipment correctly and effectively for children's learning.	Operating audio-visual equipment
* Monitor children's television viewing.	Choose only developmentally appropriate television programs for children to watch while at the child care laboratory.	Appropriate television programs for young children
		Evaluating children's television programs
	Provide options to TV viewing.	
	Observe and record children's behaviors during a selected TV program	Effects of quality and quantity of children's television viewing on their development
	Evaluate effects of the program on specific children observed.	
** Help with classroom management procedures.	Follow teacher's instructions regarding classroom management procedures.	Classroom management procedures
	Assist with classroom management procedures.	
** Assume responsibility in absence of teacher for short periods of time.	Supervise the children when the teacher is out of the laboratory for short periods of time.	Assuming responsibility in absence of teacher
	Be prepared for emergencies, such as being unexpectedly left alone in charge of a group of children.	Being prepared for unexpected emergencies and responsibilities

CHILDREN'S PROGRAM

SUBJECT: Teaching Methods and Skills

COMPETENCY: Ability to use teaching methods and skills appropriate for working with young children at varied developmental levels.

OBJECTIVES: Plan learning activities for young children.

Teach children to appreciate and respect one another's family backgrounds and customs.

Judge effectiveness of own teaching methods and skills.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Use comments which are positive, helpful, and encouraging to children.	Use positive statements when talking with children.	Reasons for using positive statements with young children
	Make comments to children which are clear and easily understood at each one's language level.	Using clear and understandable comments with young children
	Use correct grammar with young children.	Importance of using correct grammar with young children
** Plan appropriate learning activities for young children.	List of topics being used in the child care center.	Possible topics for children's activities at various developmental levels
	Use children's interests occasionally as sources of topics for learning activities.	Children's interests as basis for learning activities
	Pace activities planned for young children (fast, slow; intense, relaxed, etc.).	Factors to corsider when planning learning activities for young children

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Plan at least one learning activity for a young child at his/her physical, intellectual, social and emotional levels of development.	Planning learning activities for young children suitable for their developmental levels Writing activity plans
	Develop a "rainy day" kit for use when special or additional activities are needed.	"Rainy day" activities
** Incorporate ethnic themes, traditions, holidays, or foods into programs.	Include ethnic themes, traditions, holidays, or foods in the activities planned for children in the child care center.	Ways to incorporate ethnic themes, traditions, holidays, or foods into children's program as appropriate at different ages and developmental levels.
	Utilize the family backgrounds of children, community resources, people, work, and lifestyles as resources in planning activities.	
** Use appropriate methods and materials to stimulate learning in young children.	Observe the effect of different methods in stimulating learning for specific children.	Methods which stimulate learning in young children at varying ages
	Utilize methods and materials that seem to be effective in stimulating learning in specific children.	Effective methods and materials for stimulating learning at various developmental levels
** Encourage children's curiosity, imagination, and creativity.	Note which activities encourage a child's curiosity, imagination, and creativity.	Ways to encourage children's curiosity, imagination, and creativity at each developmental level
	Use the activities with the child and compare.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Encourage children's development of manipulative skills.	Guide children in activities which aid in the development of manipulative skills.	Ways to encourage children's development of manipulative skills
* Direct children's learning activities.	Guide three children who often behave in similar ways in at least one learning activity.	How to direct children's learning activities at each developmental level
	Capture the attention of children during a learning activity.	Reasons for variation in different children's attention span in spite of similarity of age
	Evaluate children's attention level during a learning activity.	Ways of capturing and maintaining the attention of young children
	Assess why children's attention was or was not maintained.	
* Work effectively with individual children.	Model at all times while with the children.	Incidental teaching
	Guide individual children in learning experiences appropriate for their developmental levels.	Methods for working with individual children
	Read to or play with individual children often and whenever the schedule of the center permits.	
Work effectively with children in small groups.	Guide small groups of children in play and learning experiences appropriately planned for the small group's developmental level.	Methods for working with small groups of 2-4 children as appropriate for their developmental level

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Work effectively with children in large groups.	Guide large groups of children in play and learning experiences that can be responded to successfully at varied developmental levels.	Methods for working with large groups of 5-16 children 4 or 5 years of age
** Assist in the overall evaluation of each child's progress.	Keep notes on each child which will aid in her/his evaluation. Discuss with the director and other supervisors the overall evaluation of each child taking into account your records about the child.	Overall evaluation of each child
** Evaluate own teaching methods and skills.	Evaluate the effectiveness of your teaching methods and skills when directing specific children in learning activities by outlining changes in the child's behaviors and responses.	Evaluating teaching methods and skills

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CHILDREN'S PROGRAM

SUBJECT: Play Activities

COMPETENCY: Ability to guide young children in play activities.

OBJECTIVES: Design activities which help children develop both their large and small muscles.

Plan experiences that will provide children with the opportunity for free expression and individual play at different levels of development.

Demonstrate ability to plan and teach play activities.

Demonstrate skill in playground supervision.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Identify characteristics of children's play at different stages of development.	Identify ways in which play helps children develop mentally, socially, physically, and emotionally.	The value of play to a young child's physical, mental, social, and emotional development -Physical development -Concept formation -Language development -Experimentation and exploration -Symbolism -Creative experience
	Observe play of children at different stages of development.	Characteristics of children's play at different stages of development
	Identify what behaviors illustrate the different types of children's play.	Types of children's play exhibited at different stages of development
	Observe and record the behaviors of specific children.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Identify the various types of play exhibited by specific children.	Adult directed play Child initiated play
* Plan both quiet and active play experiences.	Plan and schedule for an adequate balance of quiet and active play experiences.	Balancing quiet and active play experiences during the scheduled routines of the child care center as appropriate for the children's developmental levels
	Plan and schedule at least one quiet play experience for specific children.	Quiet play experiences
	Plan at least one active play experience for specific children.	Active play experiences Exercises for young children
	Plan activities which develop both large and small muscle skills.	Large muscle activities Small muscle activities
* Plan and arrange play equipment for varied experiences.	Check outside equipment for safety, durability, and appropriateness for children's development physically and perceptually.	Qualities to look for in outside play equipment
	Plan and arrange outside play equipment in different ways to give children various experiences.	Planning and arranging outside play equipment for children's learning activities
	Evaluate the effectiveness of arrangements made.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Supervise free play activities.	Set up environment for specific children during free play activities.	Teacher's role in structuring free play activities using the developmental levels of the children as the basis for planning free-play environments Types of free play activities -Housekeeping, dolls, dress-up -Blocks and transportation toys -Clay, dough, and paint -Water play and flour play -Sand and outdoor play
* Organize and supervise inside play of children.	Identify appropriate and acceptable inside play activities for children.	Planning for the inside play activities of children
	Locate and provide a variety of materials for children to used in their play activities.	Materials which can be used by children during indoor play
	Schedule and guide the indoor play of children in the center's facilities.	trategic supervision of children uring inside play
* Organize and supervise outside play.	Provide outdoor play opportunities for children to use large muscles.	Play opportunities which enable children to use their large muscles
	Plan and carry out one new playground idea.	
	Structure and guide children's outdoor play activities.	Directing children during outdoor play according to their developmental level

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Guide manipulative play, such as use of puzzles and blocks.	Select appropriate materials for manipulative play.	Kinds of manipulative play, such as puzzles and blocks, appropriate at different developmental levels
	Supervise children's manipulative play.	Ways to guide the manipulative play of young children
* Guide dramatic play activities.	Observe dramatic play activities of specific children.	Kinds of dramatic play activities, such as house, store, zoo, post office, or outer space
		Puppetry
	Provide props and dress-up clothing to stimulate the dramatic play of children both indoors and outdoors.	Materials which stimulate dramatic play
		Ways to stimulate the dramatic play of children
	Change dramatic play materials when children tire of them.	Rotation of materials
	Structure and guide the dramatic play activities of young children.	Guiding dramatic play activities
Direct children in playing games.	Lead interested children in playing games appropriate for their levels.	Noncompetetive games that are age-appropriate for young children
* Teach children a new game.	Introduce a new game to interested children.	Teaching children new games
* Help children make things to play with.	Assist children in making play materials from inexpensive materials.	Constructing play materials from inexpensive materials

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Help parents, volunteers, and children make props at their suggestion and yours to use in dramatic play.	Constructing props for dramatic play

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CHILDREN'S PROGRAM

SUBJECT: Art Activities

COMPETENCY: Ability to guide young children in art activities.

OBJECTIVES: Plan and implement age-appropriate art activities for young children.

Appraise the learnings derived by specific children from their art activities.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Observe stages of art development in specific children.	Observe and record behaviors of specific children in their art work.	Value of art activities -Emotional satisfaction -Socialization -Concept formation -Perceptual development -Physical development -Problem-solving skills -Language development -Creativity
	Identify the stage of art development of specific children observed.	Stages of art development
** Plan a variety of art activities using various media appropriate for the developmental level of the children.	Plan several different art activities appropriate for the developmental level of the children.	Ways to introduce art activities
	Start an idea file of art activities.	Selecting art activities suitable to the developmental level of children.

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Activities to help young children develop creative skills -Drawing -Painting -Printing -Cutting and pasting -Puppet-making -Modeling -Molding -Weaving -Stitching -Woodworking -Special projects Seasonal and holiday art activities
	Use various media in art activities for children.	Media which can be used in children's art activities. -Paper -Paints -Materials for printing -Stencils -Whipped flakes -Scissors and paste -Crayons and chalk -Clay, dough, and similar materials -Wood and woodworking tools -Others
* Prepare and organize equipment and supplies for art activities.	Assemble and prepare equipment, such as easels and tables, for art activities. Record children's behavior during specific art activities.	Equipment and supplies used in art activities

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Prepare materials, such as clay, paint, and dough, for art activities.	Preparation of equipment and supplies for art activities
	Record children's responses to each type of material.	Recipes for doughs and finger paints
* Supervise art activities of young children.	Guide children in at least one art activity and note differences in their abilities.	Supervising art activities of young children
		Techniques for developing motor skills using art media
	Help children explore ways art and craft equipment and supplies can be used.	Manipulative skills learned through art and craft activities
	Encourage the child's exploring of the properties (color, textures, etc.) of various art materials.	Role of art activities in stimulating conceptual learning (science, social awareness, math, creativity)
	Use appropriate comments concerning children's artwork.	Ways to encourage creativity and exploration, i.e., "What if?" (not "What is?") questions
	List possible reasons for inhibitions exhibited by children toward the use of art materials.	Factors which influence children's art
	Print child's name on artwork.	Importance of identifying child on artwork
** Evaluate effectiveness of art activities.	Assess effectiveness of specific art activities used with young children.	Evaluation of art activities

CHILDREN'S PROGRAM

SUBJECT: Music and Rhythmic Activities

COMPETENCY: Ability to guide the music and rhythmic activities of young children.

OBJECTIVE: Utilize musical and rhythmic experiences in the child care center.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Help set up a music center in the child care center.	List the equipment and music and rhythm materials in the child care center.	Equipment and supplies for a music center for young children
	Arrange the music center so that children can utilize it easily and without disrupting reading and listening activities.	Setting up a music center for young children to use at their choice
* Supervise children at the music center.	Observe children participating in activities at the music center.	Supervising children's activities at the music center
	Note the items most frequently used and how children use these items.	The importance of music to a child's development
** Select appropriate music for young young children.	Choose records, tapes, songs, and rhythmic materials which are appropriate for young children.	Appropriate music for young children Ways that music, singing, and rhythmic activities are beneficial to the development of young children
** Plan a variety of music, singing, or rhythmic activities for young children.	Plan how to introduce several music, singing, or rhythmic activities for young children.	Music, singing, and rhythmic activities for young children -Listening -Singing

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		-Fingerplays -Rhythmic movements -Rhythm band -Dancing Spontaneous movement and dance Planning music, singing, and rhythmic activities Appropriate times for music and rhythmic activities
* Guide activities requiring children to use rhyme, rhythm, or song.	Carry out at least one musical activity with children. Record differences in reactions to the musical activity by varying levels of children. Guide children to listen attentively. Sing and encourage the learning of one song or chanting activity with a small group of children. Note the varied behaviors of children in learning a song.	Preparing children for music and rhythmic activities Guiding musical activities with young children Guiding children in attentive listening when appropriate for their age level Songs for young children Steps in teaching a song to children Ways to make singing and other musical activities fun for young children Using motions with the words of a song for children

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Play accompaniment for musical activities on piano or other musical instrument.	Reasons for keeping accompaniment simple and subdued
* Provide opportunities for children to use simple musical instruments.	Encourage children to use the musical instruments located in the child care laboratory.	Activities which enable children to use simple musical instruments when appropriate for their developmental level
	Plan and carry out activities for children using simple musical instruments.	Directing age-appropriate activities involving use of simple musical instruments.
* Construct simple rhythm band instruments.	Enlist the aid of children who have been observed as having the required manipulative skills in making at least one simple rhythm band instrument.	Rhythm band instruments appropriate for use with children at various age levels Constructing rhythm band instruments for children -Rhythm sticks, blocks, and scrapes -Shakers and rattles -Castanets, triangles, and cymbals -Bells, chimes, and marimbas -Drums -String instruments -Horns -Miscellaneous instruments
* Implement rhythmic activities for young children.	Prepare and guide at least one rhythmic activity for young children.	Methods of guiding children to enjoy and learn from rhythmic activities -Introducing the activity -Guiding the activity -Encouraging participation

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CHILDREN'S PROGRAM

SUBJECT: Language Activities

COMPETENCY: Ability to guide young children in language activities.

OBJECTIVES: Describe the importance of effective communication between you and the children.

Plan activities which enable children to develop language/communication.

Demonstrate the ability to direct language activities effectively with young children.

Promote reading readiness in children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Serve as a model for both good speaking and listening.	Use correct grammar and pronunciation when speaking with young children. Give children your full attention at their eye level, if possible, when they are speaking to you.	Importance of using correct grammar and pronunciation when working with young children Importance of actively listening to young children
** Plan activities that strengthen and broaden children's vocabularies.	Plan and prepare for at least one activity to strengthen and broaden observed and recorded vocabularies of specific children.	Activities which strengthen and broaden children's vocabularies -Everyday experiences, objects, people -Books -Stories -Pictures -Fingerplays -Poetry and nursery rhymes -Field trips -Visitors -Sharing time -Labels -Audio-visual aids

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Plan activities for teaching children to associate words with objects and pictures.	Plan and prepare one activity to help a child associate words with pictures.	Activities which help children associate words with pictures -Labels -Picture books -Bulletin boards -Mounted pictures
Implement activities that strengthen and broaden children's vocabularies.	Talk to children to strengthen and broaden their vocabularies as they are involved with play objects.	Ways to implement activities to strengthen and broaden children's vocabularies
	Lead children in reciting poetry and nursery rhymes.	Poetry and nursery rhymes for young children
* Guide children to talk about what they see and feel.	Encourage children to talk about what they see, feel, hear, smell, and taste.	Opportunities which enable children to talk about what their senses perceive
	Provide opportunities during daily routines for children to talk about what they see, feel, hear, smell, and taste.	
Plan show and tell activities for children.	Suggest interesting topics for show and tell activities.	Topics for show and tell activities
	Plan at least one show and tell activity.	Planning show and tell activities
		Providing places for objects or pets brought from home
Guide show and tell activities.	Prepare children for show and tell activities.	Guiding show and tell activities -Supporting -Encouraging -Questioning
	Direct children in at least one show and tell activity.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Guide children to provide accurate information.	Encourage young children to provide accurate information about what they see, feel, hear, smell, and taste.	Ways to encourage children to provide accurate information
	Provide an atmosphere in which the child tells about his day and his world--whether it includes fantasy or reality.	Encourage directness and candor
** Guide individual or small groups of children in specific language activities.	Guide an individual child in a specific language activity with a specific objective for his/her learning	Language activities
		Identification of letters and numbers
	Assess the results of a language activity you guide.	Language games and songs
		Individual language activities
	Introduce a specific language activity to a small group of children.	Language activities appropriate for more than one child's response
* Direct children in communication experiences.	Guide children in communication experiences, throughout the schedule and routines.	Communication experiences for young children such as, talking before the class, talking into a tape recorder, or using body language
		Directing children in communication experiences
* Prepare and use listening activities with children.	Plan and prepare one listening activity for young children.	Listening activities for young children
		Planning listening activities for children

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Arrange one listening activity for young children and note their abilities to pay attention.	Directing listening activities for children
* Help organize a reading or language center for children.	Select items for a reading or language center to provide a range of activities for meeting varied developmental needs.	Things that go in a reading or language center -Books -Comfortable chairs -Tape recorders
	Arrange books and magazines on a rack, pillows, or table for children's use in a quiet library corner.	Sources of children's books and magazines Setting up a reading or language corner for children Displaying books and pictures to interest children of varying abilities
	Repair and mend books and magazines when necessary or guide children who have the fine-motor skills in doing so.	Repairing books and magazines
* Select books or stories which are appropriate to the age level, interests, and needs of the children, and to center activities.	Choose books or stories which are appropriate to the age level, interest, and needs of the children, and to center activities.	Selecting books or stories which are appropriate for the developmental levels of children Types of children's books and stories Sex-role stereotyping in children's books
Provide appropriate and interesting reading and listening experiences for young children.	Encourage the child to "read" the book before and after you read or tell the story.	Stories for young children at various developmental levels

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Read at least one book to young children while showing the pictures.	Methods of reading a book to young children while showing the pictures
	Record behaviors and reactions of various children.	
	Vary techniques and methods when telling stories to young children.	Techniques and methods for story telling
	Use finger plays to attract or regain children's attention during story.	Finger plays
* Use a variety of visual aids in carrying out language activities for young children.	Prepare visual aids, such as a flannel board, puppets, or pictures, for one language activity for young children.	Visual aids which can be used in language activities for young children at specific developmental levels
	Use the prepared visual aid in one language activity with several children.	Ways to use visual aids in language activities for young children
	Utilize films, filmstrips, film loops, records, tapes, and language master for stimulating language.	Audio-visual equipment for language development

CHILDREN'S PROGRAM

SUBJECT: Social Awareness Activities

COMPETENCY: Ability to guide young children in social awareness activities.

OBJECTIVES: Determine ways to help children become more aware of themselves, others and the world around them.

Utilize activities to help children increase their social awareness.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Plan activities to help children develop social awareness.	Plan and prepare one activity to help children become more aware of themselves, of others, and of the world around them.	Importance of social awareness in child development Levels of social awareness -The Self -The Family -The Community -The World Activities to help children become more aware of themselves and others -Housekeeping, dolls, dress-up -Blocks and transportation toys -Sand and outdoor play -Resource persons -Field trips
** Supervise activities which develop social awareness.	Guide one activity which helps children become more aware od themselves, of others, and of the world around them.	Supervising social awareness activities

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Observe and record toys played with by a child, roles taken, and clothing worn during dramatic play.	

CHILDREN'S PROGRAM

SUBJECT: Mathematical Activities

COMPETENCY: Ability to guide young children in pre-number and other mathematical activities.

OBJECTIVE: Employ methods and activities to help children develop number, space, and time concepts.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Observe a child's stage of number concept development.	Observe children's use of number concepts.	Development of number concepts -Sorting and classifying -Matching -Comparing -Understanding sets and subsets -Counting -Understanding one-to-one correspondence -Measuring -Observing relationships -Exploring space and shapes in space
	Determine the child's stage of number concept development.	Use of number concepts by young children
** Provide activities which help children learn space concepts.	Plan activities so that children can experience spatial differences.	Space concepts
	Direct activities so that children can experience space concepts.	Activities that include space concepts
	Record and assess children's behavior during space concept activities.	

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Provide activities which help children learn differences in size, shape, or weight of objects.	Plan activities so that children can distinguish differences in size, shape, or weight of objects.	Concepts of size, shape, and weight
	Guide activities so that children can determine differences of size, shape, or weight of objects.	Activities that demonstrate differences in size, shape, or weight of objects
** Provide activities for children involving the concepts of quantity and amount.	Select activities and games for children involving the concepts of quantity and amount.	Concepts of quantity and amount Concepts of sets, forming sets
	Direct activities and games involving the concepts of quantity and amount for children observed to be able to sort and count by rote.	Activities and games involving the the concepts of quantity and amount -One-to-one correspondence -Qualitative terms (small, large, tall, short, etc.) -Seriation (ordering)
	Plan and implement at least one sorting activity with beads, buttons, napkins, cookies, etc.	Sorting activities
	Ask child to give you 2 (3, 1, 4) beads (buttons, napkins, etc.) and note her/his abilitis.	Techniques and materials for implementing manipulative counting activities.
** Provide number concept activities.	Use activities, such as finger plays, rhyming words, singing games, or stories, to teach children number concepts.	Finger plays, rhyming words, singing games, and other activities that teach children number concepts
** Provide activities which help children learn time concepts.	Plan experiences to aid children in learning time concepts.	Time concepts -Day/night -Seasons -Daily routines -Sequence of events

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Telling time
	Direct experiences and activities to aid children in learning time concepts. Record and evaluate any progress in children's learnings.	Experiences and activities that aid children in learning time concepts

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CHILDREN'S PROGRAM

SUBJECT: Health and Safety Education

COMPETENCY: Ability to guide the development of health and safety habits of young children.

OBJECTIVE: Determine ways to help children develop good health and safety habits.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Demonstrate desirable health practices.	Use desirable personal health practices when working with children.	Demonstration of desirable personal health practices when working with children Methods for promoting desirable health practices with varying age groups of children
* Help children develop positive attitudes toward medical and dental care.	Plan an activity to help children develop positive attitudes toward medical and dental care such as making a puppet of a doctor or dentist and talking about brushing teeth, etc.	Benefits of medical and dental care during early years from birth onward Stories and teaching aids on medical and dental care
	Direct an activity to help children develop positive attitudes toward medical and dental care--e.g. use puppet to give important directions for how to brush teeth.	Activities to explain medical and dental care to young children
	Explain to children in a positive manner what dentists, pediatricians, and other people in health services do to help children.	Functions of people in health services, such as dentists and pediatricians

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Help children develop good eating habits.	Assist children in developing healthful eating habits.	Ways to help children develop healthful eating habits
* Help children develop positive attitudes toward food and eating.	Plan experiences which help children develop positive attitudes toward food and eating.	Helping children develop positive attitudes toward food and eating
	Direct experiences, such as simple food preparation which help children develop positive attitudes toward food and eating.	Experiences which help children develop positive attitudes toward food and eating
		Simple food preparation experiences for young children
** Plan a variety of activities to help children develop good health habits appropriate to their developmental level.	Plan and prepare activities to help children develop good health habits appropriate to their developmental level.	Health habits to be developed
		Importance of good health habits
		Promoting good health habits
** Implement activities which develop good health habits.	Guide children in activities, such as brushing teeth, combing hair, washing hands before and after meals, regular sleep, which develop good health habits.	Activities emphasizing good health habits
** Plan activities which aid children in development of safe habits and in accident prevention.	Guide children in one activity to demonstrate how to keep from getting hurt, such as how to cross the street, put toys away.	Safe habits and accident prevention
		Stories and teaching aids on safety
* Implement activities which aid children in development of safe habits and in accident prevention.	Direct at least one activity which aids children in development of safe habits and in accident prevention.	Activities which encourage safe habits and accident prevention

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Provide activities which help young children learn safety rules.	Show children during daily routines how to take care of themselves in order to be safe.	Explaining safety rules to young children Fire drills

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CHILDREN'S PROGRAM

SUBJECT: Science and Nature Activities

COMPETENCY: Ability to guide young children in science and nature activities.

OBJECTIVES: Plan activities which encourage children to explore their environments and extend their knowledge of the order and complexity of the natural world.

Plan activities which teach children that physical objects have different physical characteristics.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Help arrange a science center for young children.	Help select materials to be included at the science center. Arrange items in the science center so that the children can see, touch, hear, and smell the items. Observe how children react to the items arranged in the science corner.	Equipment and supplies for a science center Setting up a science center for young children
** Plan a variety of nature and science activities for young children.	Prepare items to add to the science corner for additional learnings for the observed children.	Concepts learned through science and nature activities -Space -Time -Change -Interdependence or interrelationships -Variety -Adaptation -Equilibrium and balance

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Types of nature and science experiences for young children -Aspects of the natural biological world --Pets and other animals --Plants --Shells --The human body -Aspects of the physical world --Weather --Water --Magnetism --Gravity --Light and color --Seasons --Chemical changes (through food preparation) --Mechanics (simple machines) Relating science to everyday life Promoting the discovery method steps in problem-solving (the scientific method) Experiments for young children Teaching chidren how things work
	Make a file of science activities for young children.	Planning nature and science activities for young children -Classifying activities -Reasoning activities -Seasonal suggestions

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Implement nature and science activities for young children.	Guide children in one nature or science activity. Help children learn science concepts from daily activities. Assess the results of a specific nature or science activity.	Implementing nature and science activities for young children -Capturing the children's interest -Bringing in new materials -Daily activities which help children learn to classify and solve problems
* Accompany children on nature walks.	Tell children what they will look for during walks, illustrate with pictures and objects before leaving. Take children on nature walks. Utilize unplanned nature and science experiences, such as finding a caterpillar, for spontaneous learning events.	Preparing children for nature walks Precautions in taking young children on nature walks Taking advantage of unplanned nature and science activities Encourage displays and collections contributed by children

CHILDREN'S PROGRAM

SUBJECT: Field Trips, Resource Persons, Parties, and Special Activities

COMPETENCY: Ability to manage young children in field trips, parties, and special activities.

OBJECTIVES: Plan the preparation and implementation of a field trip for young children.

Employ appropriate techniques for directing parties, holiday celebrations, and other special activities of young children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Help collect, record, and file written parental permission slips for field trip participants.	Send permission slips for field trips home with children or give to parents when they pickup their children.	Permission slips for field trips
	Collect permission slips for field trips from children or parents.	Collecting permission slips for field trips
	Help record and file permission slips for field trips according to child care center's procedures.	Recording and filing permission slips for field trips
* Help plan and care for children who do not go on field trips.	Plan interesting activities for children who do not go on field trips.	Activities for children who do not go on field trips
	Use activities with children who do not go on field trips if you stay at center.	Supervising children who do not go on field trips

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Help prepare children for field trip.	Plan activities which would help prepare children for a specific field trip--such as having children make their name tags with name and center's telephone number.	Preparing children for specific field trips according to their developmental levels
	Instruct children on what they will see and how they should behave on a field trip.	
Help children get ready before leaving on field trip.	Encourage children to use the bathroom before leaving on field trip.	Helping children get ready before leaving on a field trip
		Field trip behavior
	Assist children with putting on outer garments, when necessary, before leaving on a field trip.	Field trip safety
	Assist, if needed, in putting name tags on children, before leaving on field trip.	
* Plan field trips appropriate to ages and interests of the children.	List field trips already taken by children in the center according to child care personnel.	Places to go on field trips
	Plan at least one field trip appropriate to ages and interests of the children with whom you work.	Planning appropriate excursions or field trips for young children at various developmental levels
	Decide on a field trip and collect information about the people and place to be visited.	Information needed before field trip

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Request permission from persons at the field trip site for visit of children.	Cooperation with persons at field trip site
	Notify and arrange with center and parents to take children to a specific place on a field trip.	Arrangements for taking children to specific places on field trips -Adult-child ratio
	Arrange transportation for the field trip.	Transportation for field trips
** Supervise children on a field trip away from the center.	Assist in taking children on a field trip with director (or other teacher) from center in charge.	Supervising children on a field trip as needed for their developmental level
	Care for children while on a field trip.	
	Point out items, persons, buildings of interest on a field trip.	Helping children see points of interest on a field trip
** Plan post-field-trip activities.	Plan and prepare one post-field-trip activity to make the trip more memorable to the children.	Post-field-trip activities to make the trip more memorable to children
** Implement follow-up activities for field trip.	Direct one follow-up activity for a field trip.	Directing follow-up activities for field trips
** Plan a resource person's visit to the child care center.	Help locate appropriate resource persons to talk and participate with young children.	Sources of resource persons -Volunteers -Parents -Organizations -Clubs -Business people -Church groups -Community agencies

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Qualifications of resource persons
	Prepare the children for a visit from a resource person.	Preparing children for visits from resource persons
* Plan parties for young children.	Plan with child care personnel one party for children, taking into consideration their age levels.	Planning parties for young children -Party themes -Facilities needed
	Notify parents about children's parties.	Planning birthday parties with parents help
	Prepare refreshments for a children's party in consultation with parents who may be planning a celebration.	Refreshments for children's parties -Child-pleasing menu within budget -Menu-planning for party theme
	Plan and make decorations and favors for a children's party.	Decorations and favors for children's parties -Planning according to party theme -Supplies needed
	Plan activities for party at the children's developmental levels.	Games and songs for children's parties -Action games -Quiet games -Prizes -Songs
* Carry out parties for young children.	Cooperate in holding one party for children.	Carrying out parties for young children
	Serve refreshments at a children's party enlisting children's help.	Serving refreshments at children's parties

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Lead games and songs at a children's party that allow all the children attending to participate.	Leading games and songs at children's parties
** Plan and carry out holiday celebrations and special activities.	Plan one holiday celebration or special activity.	Holiday celebrations and special activities of varied ethnic groups
		Religious holidays
		Seasonal activities
		Patriotic holidays
		Local holidays, celebrations, and special events
	Carry out at least one holiday celebration or special activity.	Carrying out holiday celebrations and special activities for young children
Prepare placemats or favors for special occasions or direct children in making them.	Help make placemats or favors, for special occasions.	Placemats and favors for special occasions
	Guide children in making placemats or favors for special occasions.	

SPECIAL GROUPS

SUBJECT: Infants and Toddlers

COMPETENCY: Ability to provide care for infants and toddlers to two years of age.

OBJECTIVES: Utilize appropriate procedures when caring for infants and toddlers to two years.

Assess the growth and development of infants and toddlers to two years.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Provide an interesting, comfortable environment for infants.	Use materials and toys around infants that provide learnings from birth.	Ways to provide learning environments for infants
	Make the environment for infants as comfortable as possible.	Regulating heating, cooling, and lighting for infants in the child care center
* Provide for the special needs of infants.	Attend to the special needs of infants--diapering, bathing, feeding, sterilizing.	Special needs of infants -Developing trust -Need for affection and physical contact
		Provide for the special needs of infants
	Observe the behavior of an infant.	Infant's behaviors that reveal stage of development
* Be alert to environmental dangers and safety hazards applicable to infants.	Follow safety precautions when caring for infants.	Safety precautions to follow when caring for infants

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Care for infants so that they receive a minimum of bumps, falls, etc.	Protecting infants from bumps and falls
	Store materials such as pins, powders, breakables which may be dangerous to infants, out of their reach.	Storing dangerous materials out of infant's reach
* Follow the schedule provided for the infant.	Adhere to the schedule provided by the infant's parents or by the child care director.	Variations in infant schedules
		Following schedules provided for infant
		Importance of individualized schedule as requested by parents
* Keep daily records on individual infants.	Record upon arrival of infant any information given by parent.	Importance of keeping a daily record on each infant
	Record necessary information concerning rest, feeding, bowel movement, etc.	Items to include in daily records of infants
	Make daily records of infants concerning rest, feeding, bowel movements, etc. available to parents.	Sharing daily records with infant's parents
* Hold infants.	Hold and touch infants to provide comfort, security, stimulation, and communication by sound, touch, and smell.	The importance of holding infants
	Provide the special warmth and affection needed by infants.	Infants' need for affection

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Use acceptable verbalization with infants in the routines of care.	Talk to infants in a pleasant tone of voice during the routines of care.	Verbalizing with infants during the routines of care, using a pleasant tone of voice
	Encourage infant's vocalizations in an appropriate manner at each stage of development.	
* Check infants to determine reasons for crying.	Attend to infants when they cry and attempt to determine the reason for crying.	Reasons for infant's crying
		Ways to stop infant's crying
* Prepare food for infants as directed.	Follow parent's or child care director's instructions in preparing food for infants.	Preparing food for infants
* Prepare formulas for infants as directed.	Follow parent's or child care director's instructions in preparing formula for infants.	Preparing formulas for infants
	Heat formulas or milk to comfortable-to-the-wrist feeding temperature.	Testing the temperature of formulas or milk
* Feed and burp infants of different ages in an acceptable manner.	Hold and rock infants while bottle feeding.	Bottle feeding infants
	Feed and burp infants of different ages in an appropriate manner.	Burping infants
	Feed solid foods to infants using acceptable techniques for their ages.	Feeding infants solid foods
	Give the infant a spoon when he/she reaches for the feeding implement.	

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Encourage the child to become more independent in eating.	Encourage children to feed themselves despite spills.	Encouraging children to feed themselves
	Provide unpressured opportunities for children to feed themselves.	Opportunities for children to feed themselves
		Importance of a relaxed atmosphere when children are learning to feed themselves
* Assist in weaning the child from the bottle as directed by child's parents.	Encourage children to start drinking from a cup instead of a bottle at about six months according to parent's or center director's instructions.	Weaning children from the bottle
		Role of child care center in weaning
* Clean and store feeding equipment for infants.	Clean and sterilize feeding equipment for infants.	Cleaning feeding equipment for infants
	Store feeding equipment in the designated place.	Storing feeding equipment for infants
Change an infant's diaper when needed.	Recognize signs that an infant's diaper needs to be changed.	Signs that an infant's diaper needs to be changed
	Change an infant's diaper using procedures used in the child care center.	Folding a diaper
		Procedures for changing an infant's diaper
	Discard the soiled diaper after changing in an appropriate manner and in the place provided in the center.	Discarding disposable and nondisposable diapers

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Utilize sanitary procedures in diapering an infant and disposing of soiled diapers.	Sanitary techniques for diapering an infant and disposing of soiled diapers
		Importance of hand washing after changing an infant's diaper
** Assist in toilet training children as directed by parents.	Follow toilet training procedures requested by the infant's parents (or director of center) or begin toilet training when the child stays for 3 hours at a time.	Techniques for toilet training children
		Role of child care center in toilet training
		Techniques for teaching sanitary toileting habits
		Importance of sanitation by the child care worker
		Developmental relationship to toileting expectations
	Provide a relaxed atmosphere when toilet training children.	Importance of a relaxed atmosphere in the toilet training of children
* Care for older children who wet or soil their pants.	Comfort children who wet or soil their pants during toilet training and help them go to the bathroom and change their pants, etc.	Ways to manage children who wet or soil their pants
	Comfort children with understanding and patience when they wet or soil their pants.	Importance of understanding and patience when children wet or soil their pants.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Choose appropriate clothes and dress infants as needed.	Plan and assist in selecting appropriate clothing for infants to be kept and used in the child care laboratory.	Appropriate clothing for infants
	Dress and undress infants gently as needed.	Dressing and undressing infants
* Care for infants' clothes.	Launder infants' clothing at the child care laboratory when needed.	Correct procedures for laundering infants' clothing
* Supervise infants' sleep and rest.	Recognize signs of tiredness in infants.	Signs of tiredness in infants
	Prepare and care for infants while they sleep or rest by checking diapers, cribs, sheets, ventilation, infant's sleeping duration.	Supervising infants' sleep and rest
** Sponge bathe infants using acceptable procedures.	Prepare bath facilities for an infant.	Bath facilities needed for an infant
		Preparing bath facilities for an infant
	Give an infant a sponge bath using acceptable procedures.	Acceptable procedures for bathing an infant
** Evaluate the suitability of toys and play equipment for infants.	Identify infants' toys and play equipment that are safe and promote learnings at various stages of development.	Characteristics to look for in infants' toys and play equipment

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Assess the suitability of specific toys and play equipment for infants according to the infant's stage of development.	Evaluating specific toys and play equipment for infants
* Arrange materials and toys to provide satisfying and learning experiences for infants.	Plan the arrangement of materials and toys to provide satisfying and learning experiences for a specific infant's stage of development.	Arrangement of materials and toys to provide satisfying and learning experiences for infants
* Use play and learning activities with infants that aid in their growth and development.	Employ play and learning activities that will aid an infant's learnings.	Play and learning experiences that aid infants in their growth and development Concepts infants acquire through interacting with their environment -Object permanence -Temporal relationships -Spatial relationships Importance of playing with infants
* Supervise infants' play.	Care for infants when they play.	Supervising infants' play
** Evaluate an infant's development.	Observe an infant over a period of time and note any growth or developmental changes which have occurred. Assess an infant's development according to a checklist of developmental characteristics.	Sequences of growth and development of infants Influences on an infant's development Ways to evaluate an infant's development

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Care for play equipment used by infants.	Wash and clean play equipment, which is used by infants daily. Repair play equipment used by infants when needed. Report broken play equipment to the center director.	Cleaning play equipment used by infants Repairing play equipment used by infants

SPECIAL GROUPS

SUBJECT: Handicapped Children

COMPETENCY: Ability to work effectively and understandingly with handicapped children.

OBJECTIVE: Point out appropriate methods of caring for handicapped children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSRROM CONCEPTS
** Determine special care needed by a handicapped child.	Identify the different types of handicaps.	Types of handicaps
	Compare care needed by the average child to care needed by a child with a specific handicap.	Care needed by children with specific handicaps
	Observe children identified as having handicaps.	
* Use appropriate techniques in guiding and caring for handicapped children.	Care for children with specific handicaps using appropriate techniques.	Techniques to use when caring for children with specific handicaps
	Utilize appropriate guidance techniques with handicapped children and note children's behaviors.	Appropriate guidance techniques to use with handicapped children
** Express acceptance of the handicapped child in appropriate ways.	Demonstrate acceptance of a handicapped child in ways that the child seems to be able to handle.	Appropriate ways to show acceptance of a handicapped child
	Evaluate your reactions to the handicapped children to determine whether you possess the qualities for working with them.	Personal qualities needed to work with handicapped children

SPECIAL GROUPS

SUBJECT: Mentally Retarded Children

COMPETENCY: Ability to work effectively with mentally retarded children at their intellectual levels.

OBJECTIVE: Point out appropriate ways of caring for mentally retarded children.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Identify the types and levels of mental retardation in children.	Recognize the type and level of mental retardation in specific children in the child care center.	Definition of mental retardation in children Levels of mental retardation and ways to assess the degree of mental retardation
* Use appropriate techniques in guiding and caring for mentally retarded children.	Plan an activity at the intellectual developmental level of one of the mentally retarded children in the center. Record the child's responses to a specific activity you present. Evaluate your skills in working with the child.	Care needed by children with different types and levels of mental retardation Techniques to use when caring for mentally retarded children
* Express acceptance of the mentally retarded child in appropriate ways.	Show acceptance of the mentally retarded child in appropriate ways. Utilize appropriate guidance techniques with the mentally retarded child you observed.	Appropriate ways to show acceptance of a mentally retarded child Appropriate guidance techniques to use with mentally retarded children Personal qualities needed to work with mentally retarded children.

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CENTER MANAGEMENT

SUBJECT: Management Procedures

COMPETENCY: Ability to assist with management procedures in the child care center.

OBJECTIVES: Describe management responsibilities in a child care center.

Utilize effective management procedures in the child care center.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Assist with opening the child care center in the morning.	Help open the child care laboratory in the morning, if requested by the center's director.	Opening the child care center
	Check heating, cooling, ventilation, and lighting systems.	Preparing the child care center environment
	Assist with preparing the child care laboratory for the day's activities.	Preparing the child care center for day's activities
	Check all parts of the building to make sure everything is in working condition.	
	Check roll as children arrive.	
** Assist with closing the child care center at night.	Assist with cleaning and straightening the child care laboratory at the end of the day.	Cleaning and straightening the child care center before closing
	Check the building, equipment, and materials to prepare them for the next day.	Preparing the center for the next day

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
	Assist in closing the child care laboratory at night.	Closing the child care center Locking the child care center
** Assist with collecting fees from parents.	Assist with collecting fees from parents by informing them of tuition and other fees.	Methods of informing parents of fees and fee increases Reasons for fees
	Collect fees from parents and record in child's file.	Collecting fees from parents
** Assist with keeping records of money taken in or expended.	Make a record of any money taken into the child care laboratory and submit to director.	Financial records Recording money taken in
	Record any money expended and the reason for the expenditure.	Recording money expended Handling receipts
	Help operate the child care laboratory within an established budget.	Preparing a budget Operating a child care center within a budget.
** Purchase or order food, supplies, or equipment.	Make a list of food and supplies needed and shop for food or supplies, if requested by child care personnel.	Purchasing food or supplies Comparative buying Dealing with vendors and merchants
	Assist child care personnel in ordering food or supplies.	Ordering food or supplies Delivery services
	Complete an order form for equipment using a supply catalog.	Ordering procedures

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Assist in arranging for transportation of children.	Arrange transportation of children to activities away from the child care laboratory, as requested to do so.	Types of transportation Safe transportation of young children Arranging transportation of young children
	Follow traffic codes and safety regulations when transporting children to activities away from the child care laboratory.	Traffic codes and safety regulations
* Help load children into vehicles.	Follow safety precautions when helping children board vehicles.	Safely loading children into vehicles
* Help make periodic health and safety inspections.	Use a checklist to determine whether health and safety standards are being maintained.	Health and safety standards

CENTER MANAGEMENT

SUBJECT: Records

COMPETENCY: Ability to assist with record keeping at the child care center.

OBJECTIVES: Explain the importance of record keeping in an early childhood center.

Observe guidelines in keeping records at the child care center.

Design forms for records needed in a child care center.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
** Help keep relevant and accurate records essential to the operation of the child care center.	Keep records of children, parents, adults, self, which are relevant and necessary to the efficient operation of the child care laboratory. Locate or design forms for recording information. Check consistently the records for which you are responsible to make sure that all have been filed.	Records which are relevant and essential to the operation of a child care center Personnel records Children's records Health records Financial records Program activity plans Keeping accurate records Importance of accuracy in keeping records

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SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Follow acceptable procedures in recording daily attendance, feedings, bowel movements, etc.	Use acceptable procedures in keeping records of daily progress, evaluation, daily attendance, feedings, and bowel movements.	Appropriate procedures for keeping records Forms for keeping records Recording daily learnings by children, evaluations, daily attendance, feedings, bowel movements, etc.
** Help keep records concerning behavior and progress of individual children.	Observe and record behavior and progress of individual children, file in each one's folder, and report events to parents and other child care personnel. Make a note whenever a child has a special experience, achievement, or exhibits unusual behavior.	Recording behavior and progress of individual children

CENTER MANAGEMENT

SUBJECT: Storage and Distribution of Materials and Supplies

COMPETENCY: Ability to store and distribute materials and supplies in the child care center.

OBJECTIVE: Become aware of designated procedures to use in the storage and distribution of materials and supplies in the child care center.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
Return materials used to assigned storage area.	Put materials in assigned storage areas after use.	Proper storage areas for specific materials Putting materials away after their use
Store materials and equipment properly.	Clean and repair materials and equipment before storing them. Report problems to director. Store materials and equipment in a convenient and practical way, in assigned area.	Importance of storing materials and equipment clean and in good condition Properly storing materials and equipment
* Check supplies and report needed replacements to supervisor or director.	Keep account of supplies and report needed replacements to the child care director or other superior.	Checking inventory of supplies and reporting needed replacements
* Inventory food or supplies.	Help to inventory all food and supplies in the child care laboratory.	Methods for taking inventory Making an inventory of food or supplies

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
		Conducting different types of public relations programs Correspondence

CENTER MANAGEMENT

SUBJECT: Communications

COMPETENCY: Ability to assist with child care center communications.

OBJECTIVE: Determine ways for the child care center to communicate effectively with parents, community agencies, schools, and others.

SUB-COMPETENCIES	LABORATORY SKILLS	CLASSROOM CONCEPTS
* Answer or make telephone calls as requested by teacher or director.	Be responsible for answering the telephone and taking messages.	Ways to communicate by telephone effectively and pleasantly
		Taking complete and understandable messages
	Make telephone calls as directed.	Making telephone calls for specific purposes
* Welcome visitors to the child care center.	Keep a list of persons who visit the child care center.	People who might visit the child care center
	Greet visitors as they enter the child care laboratory.	Greeting visitors
	Use interpersonal skills to make visitors feel welcome.	Methods for making visitors feel welcome
	Assist visitors without disrupting the existing program and routine.	Helping visitors without disrupting the existing program and routine
* Conduct public relations programs.	Assist with public relations programs which would improve relations between the child care laboratory and the community.	Public relations programs to improve relations between the child care center and the community

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BOOKS

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S State adopted textbook
G Grade level readability
l.p. list price
s.p. school price

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Child With an Acquired Amputation. Washington, D.C.: National Acadamey of Sciences, Printing and Publishing Office, 1972. 162 pp. ($7.75, 1.p. Medical, surgical, and engineering needs of this group of children as well as emotional factors and parental attitudes that affect successful adjustment.)

Click, Phyllis. Administration of Schools For Young Children. Albany, New York: Delmar Publishers, 1975. 148 pp. ($4.50, s.p. Administration of the program, planning the program, staffing the program, operating the program, working with parents, responsibility and relations.)

Cohen, Donald, J. Day Care 3: Serving Preschool Children. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1974. 164 pp. ($2.45, 1.p. Development of the pre-school child; administration; budgeting and funding; licensing and other forms of regulation; facilities; parent involvement; curriculum; model curricula; curricula for family day care; health, psychosocial services, and consultation; nutritional services; staffing; evaluation; exemplary centers; and exemplary networks or systems.)

Cole, Ann S., et al. A Pumpkin in a Pear Tree-Creative Ideas for Twelve Months of Holiday Fun. Boston, Massachusetts: Little, Brown and Company, 1976. ($7.95, 1.p., hardcover; $4.95, 1.p., paperback. Crafts, foods, games, and make-believe activities to help children understand a variety of new and traditional holidays; for parents or day care personnel.)

Cole, Ann S., et al. I Saw A Purple Cow and 100 Other Recipes for Learning: An Activity Book for Mothers and Teachers of Children from 1 to 6 Years Old. Boston, Massachusetts: Little, Brown and Company, 1972. 96 pp. ($6.95, l.p.; $2.95, l.p., paperback. Activities for helping the preschool child learn, observe, explore, discover, and imagine.)

Colvin, Ralph W., and Zaffiro, Esther M. Preschool Education: A Handbook for the Training of Early Childhood Educators. New York, New York: Springer Publishing Company, Inc., 1974. 362 pp. ($9.95, l.p., softcover. Theoretical foundations and their reflections in practice; program planning and implementation; evaluation; measurement; and dissemination.)

Comer, James, and Poussaint, Alvin. Black Child Care. New York, New York: Simon and Schuster, Inc., 1975. ($9.95, l.p. Raising a black child in today's society and the basics of child development from infancy through adolesence.)

Conta, Marcia Maher, and Reardon, Maureen. Feelings Between Brothers and Sisters. Milwaukee, Wisconsin: Raintree Publishers, Ltd., 1975. 32 pp. ($5.95, l.p. Stories explore the emotional aspects of sibling relations.)

Conta, Marcia Maher, and Reardon, Maureen. Feelings Between Friends. Milwaukee, Wisconsin: Raintree Publishers, Ltd., 1975. 32 pp. ($5.95, l.p. Photographically illustrated stories explore feelings and moods in relationships between children.)

Conta, Marcia Maher, and Reardon, Maureen. Feelings Between Kids and Grownups. Milwaukee, Wisconsin: Raintree Publishers, Ltd., 1975. 32 pp. ($5.95, l.p. Stories explore the world of grownups--grandparents, doctors, neighbors, etc.)

Cooper, Grace C. A Guide to Teaching Early Child Development: A Comprehensive Curriculum. New York, New York: Child Welfare League of America, Inc., 1975. 321 pp. ($15.00, l.p., paperback. Child Development Division: first year, second year, third year, newborn to age three--other concerns; Teacher Resource Material Division: suggested teaching methods, sample lesson plans, worksheets, role play situations; and a vocabulary of black and Chicano English; easy to read.)

Corbin, Charles B., and Corbin, David E. Inexpensive Equipment for Games, Play and Physical Activity. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1976. 80 pp. ($2.95, l.p. Simple instructions and clear illustrations for making many types of apparatus from common, inexpensive materials found around the home, innovative suggestions for equipment use, and an extensive equipment list.)

Croft, Doreen J., and Hess, Robert D. Activities Handbook for Teacher's of Young Children. 2nd ed. Burlington, Massachusetts: Houghton-Mifflin Company, 1975. 224 pp. ($7.25, l.p. Opportunities for growth in language abilities, experiences in science, exploring the arts, pre-math experiences, and cooking activities.)

Davis, David, et al. The Playway Handbook. Minneapolis, Minnesota: Winston Press Inc., 1976. 251 pp. ($3.99, l.p. Order from: BFA Educational Media. A core program in early childhood education that focuses on kindergarten with applications to Head Start as well as through the primary grades.)

Day, Barbara. Open Learning in Early Childhood. New York, New York: Macmillan Publishing Company, Inc., 1975. 228 pp. ($4.95, l.p., paperback. Open learning aspects, learning centers, resources, materials, suggested activities, evaluation, classroom designs, and references on teacher-made materials.)

Day Care Aides: A Guide For In-Service Training. Washington, D.C.: Day Care and Child Development Council of America, Inc. 135 pp. ($2.50, l.p. Nine training sessions outlined for training uncredentialed day care workers.)

Decker, Celia Anita, and Decker, John R. Planning and Administering Early Childhood Programs. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976. 266 pp. ($8.95, l.p. Early childhood programs; determining philosophy and establishing policies; understanding administrative organization; considering regulations; roles and qualifications of personnel; housing; equipping; planning and scheduling children's activities; planning for nutrition and health services; working with parents; assessing, recording, and recording children's progress; financing and budgeting.)

DeFranco, Ellen B. Learning Activities for Preschool Children. Salt Lake City, Utah: Olympus Publishing Company, 1975. 136 pp. ($6.95, l.p. Activities to help parents teach their preschool children.)

Dick and Jane As Victims: Sex Stereotyping in Children's Readers. 2nd ed. Princeton, New Jersey: Women on Words and Images, 1975. 80 pp. ($2.50, l.p. Sex role stereotyping in children's readers.)

Dobson, James. Dare to Discipline. Wheaton, Illinois: Tyndale House Publishers, 1972. 228 pp. ($4.95, l.p.; $2.95, paperback. Principles for maintaining order, developing responsibility, and building character of children or youth.)

Dobson, James. Hide or Seek. Old Tappan, New Jersey: Fleming H. Revell Company, 1974. 159 pp. ($4.95, l.p. Child study and self-respect.)

Draper, Henry E., and Draper, Mary Wanda. Studying Children: Observing and Participating. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977. 272 pp. ($6.00, s.p. Role of the observor, making observations meaningful, role of the participant, the participation experience, selecting goals for children, learning through play, health and safety, building a self-concept, infancy, motor development and coordination, intellectual development, language, social skills, emotional development, guiding children's behavior, creativity in children, program administration and management.)

Draper, Mary Wanda, and Draper, Henry E. Caring for Children. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975. 560 pp. ($11.96, 1.p. Teacher's guide, student guide, and child observation guide. Value of children, need for education on child rearing, careers in child care, development of children, child's environment, guiding behavior, working in children's centers, and planning a children's program. G: 10.)

Early Childhood Education: Promising Practices in Rural Areas. Portland, Oregon: Northwest Regional Educational Laboratory, 1976. 112 pp. ($3.50, 1.p. Parent involvement in home learning, group teaching practices, and special programs.)

El Mundo de los Ninos. Chicago, Illinois: Field Enterprises Educational Corporation, 1977. ($165.00, 1.p., set of 15-volumes; $13.00, 1.p., each volume. Translation and adaptation of Childcraft--The How and Why Library is designed for use with preschool and elementary school children; written in simple Spanish; many colorful illustrations.)

Fane, Xenia F. Child Care Careers. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977. 122 pp. ($2.67, 1.p., paperback. Introduction to child care; child care in a home setting; education for young children; field experience--learning by doing; goods and services for children; protecting children; and deciding which career is for you.)

Flemming, Bonnie Mack, and Hamilton, Darlene Suttley. Resources for Creative Teaching in Early Childhood Education. New York, New York: Harcourt Brace Jovanovich, Inc., 1977. 634 pp. ($12.95, 1.p. Self-concept, families, family celebrations, seasons, animals, transportation, and the world we live in.)

Foxx, Richard M., and Azrin, Nathan H. Toilet Training The Retarded. Champaign, Illinois: Research Press. 160 pp. ($5.00, 1.p. Program for day and nighttime independent toileting; rewarding correct toileting and eliminating unintended rewards for accidents; special attention is given to problems of the deaf, blind, elderly, partially disabled or nonambulatory, and the mentally ill.)

Frankel, Lillian, and Frankel, Godfrey. Activities To Learn By. New York, New York: Sterling Publishing Company, Inc., 1974. 125 pp. ($3.99, 1.p. Checklist of activities and toys; the home adapted to the child; arts and crafts; excursions; nature and ecology; music; dramatic play, things to make and do; reading, listening and telling; special days; helping around the house; games; musical games, and choosing the best toys.)

Fromberg, Doris P. Early Childhood Education: A Perceptual Models Curriculum. New York, New York: John Wiley and Sons, Inc., 1977. 342 pp. ($11.95, 1.p. Perceptual models as an alternative planning strategy; the look of learning in early education; foundations of perceptual models; alternative strategies for planning activities: integrating, science, social science, the arts, and skills; reading and language teaching; stimulating independent expression through dialogue and the arts, self socialization, substance learning, and critical education.)

Gilmore, Alden S., and Rich, Thomas A. Mental Retardation: A Programmed Manual for Volunteer Workers. Springfield, Illinois: Charles C. Thomas, Publishers, 1973. 138 pp. ($5.75, 1.p. Programmed instruction for beginning students training in the areas of special education and mental retardation and for volunteer workers.)

Gonzalez-Mena, Janet. Program for English Experiences. Silver Spring, Maryland: Institute of Modern Languages, 1975. ($9.95, 1.p. Fifty lesson experiences designed to give preschool and kindergarten children opportunities to hear and use the language in ways that relate to themselves, families, foods, neighborhoods, and school surroundings.)

Goodwin, Mary T., and Pollen, Gerry. Creative Food Experiences For Children. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1974. 191 pp. ($4.00, 1.p. Learning activities and curriculum ideas related to foods, nutrition and cooking for preschool and elementary children; also 41 pages of recipes.)

Gordon, Ira J., et al. Child Learning Through Child Play. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1972. ($3.95, 1.p. Games and activities that develop the intellectual and physical capabilities of two and three year olds.)

Grams, Armin. Sex Education: A Guide for Teachers and Parents. 2nd ed. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1970. 128 pp. ($2.95, 1.p., paperback. Attitudes toward sex--their importance and development; sex as a human relationship; vocabulary; developmental programs from infancy to adolescence, and cooperation in teaching sex.)

Greenberg, Polly. Day Care Do-It-Yourself Staff Growth Program. Washington, D.C.: The Growth Program, 1975. 335 pp. ($12.95, 1.p. On-the-job, staff, parent, and volunteer growth program; principles and standards for quality day care; day care--developmental, not correctional; orientation and getting ready week; staff roles; materials, safety, launching children, and preventive discipline; technical assistance to people launching new day care programs or updating old ones.)

Grey, Loren. Discipline Without Fear: Child Training During the Early School Years. New York, New York: Hawthorn Books, Inc., 1974. 206 pp. ($5.95, 1.p. Theories of Adler and Dreikurs applied to practical problems in child rearing.)

Hendrick, Joanne. The Whole Child: New Trends in Early Education. St. Louis, Missouri: The C.V. Mosby Company, 1975. 362 pp. ($11.95, 1.p. Fundamentals of early childhood education for the beginning teacher; beginning to teach, fostering physical well-being, nourishing and maintaining emotional health; fostering social development, enhancing creativity, developing language skills and mental ability, working with special situations, setting goals and evaluating results, and recent trends in early childhood education.)

Hess, Robert D., and Croft, Robert J. Teachers of Young Children. 2nd ed. Burlington, Massachusetts: Houghton-Mifflin Company, 1975. 439 pp. ($11.50, l.p. Early education as a career, schools and systems of early education, school and family, parents and teachers as collaborators, social opportunity and educational achievement, growth of language and cognitive abilities, programs, social concepts and behavior, crisis in the preschool, the challenge of evaluation, and the art of developing your own resources.)

Highberger, Ruth, and Schramm, Carol. Child Development for Day Care Workers. Boston, Massachusetts: Houghton-Mifflin Company, 1976. 243 pp. ($9.50, l.p. Principles and theories of development; infant's first year of life; the toddler's body, language, and thought; the preschool child's body, language, and thought; the preschool child's relationships; parents and staff working together; and day care in the United States--past, present, future.)

Hildebrand, Verna. Guiding Young Children. New York, New York: Macmillan Publishing Company, Inc., 1975. 317 pp. ($9.95, l.p. Interpersonal relationships between adults and children, knowing children, guiding children indirectly and directly, practical aspects of caring and teaching young children, recognizing and acknowledging positive and negative behavior, communicating with parents, and evaluating.)

Hildebrand, Verna. Introduction to Early Childhood Education. New York, New York: Macmillan Publishing Company, Inc., 1971. 356 pp. ($8.95, l.p.; $4.95, l.p., lab workbook. Teaching children aged three through six in nursery school and kindergarten; child's cognitive, physical, social, emotional, and creative growth and development; and dramatic play, field trips, and food experiences.)

Honig, Alice, and Lally, J. Ronald. Infant Caregiving: A Design For Training. New York, New York: Open Family Press, 1974. 224 pp. ($10.92, l.p. Developing a healthy personality; the young infant and how he grows; nutrition; large-muscle skills; pick-up and handling skills; sense experiences; infant language lessons; understanding Piaget; use of living space, furnishings; and routines.)

Hoover, F. Louise. Art Activities for the Very Young. Worcester, Massachusetts: Davis Publications, Inc., 1961. 78 pp. ($4.75, l.p., paperback. Suggestions for parents and teachers; drawing, painting, clay, weaving, building with blocks, puppets, stitchery, finger painting, cut paper box animals, wood construction, stenciling, monoprinting, vegetable printing and special occasions.)

Hurlock, Elizabeth B. Child Development. 6th ed. Highstown, New Jersey: McGraw-Hill Book Company, 1977. 576 pp. ($14.95, l.p. Scientific studies of child development; principles of development; foundations of the developmental pattern; effects of birth on development; physical, motor, speech, emotional and social development; social adjustments; play development; development of creativity; development of understanding; moral development; sex roles, family relationships, and personality development.)

S Hurlock, Elizabeth B. Child Growth and Development. 4th ed. New York, New York: McGraw-Hill Book Company, 1970. 384 pp. ($9.88, 1.p. Preparing for the baby, the arrival, the babysitter, growth and care of the baby, growth of the child, social development of the child, and problems of the child. G: 9.)

Hymes, James L. Teaching the Child Under Six. 2nd ed. Columbus, Ohio: Charles E. Merrill Publishing Company, 1974. 164 pp. ($4.95, 1.p., paperback. A child centered program; individual differences; a society centered program; a subject-matter centered program; stimulus; response; evaluation; tools to teach; reading; administration; and working with parents.)

Jones, Reginald L., and Wilderson, Frank B. Mainstreaming and the Minority Child. Reston, Virginia: The Council for Exceptional Children, 1976. 307 pp. ($5.00, 1.p. Teaching, testing, and administering programs for bilingual and other culturally or racially different children.)

Just Hanging Around: Ideas for Creative Use of a Child's Learning Space. San Antonio, Texas: San Antonio Association for the Education of Young Children. ($4.25, 1.p. Order from: Just Hanging Around. Arranging space for young children at home or in school: defining territory, displaying children's artifacts, making "hideaway spaces" for children; and creative uses of mobiles, dropped ceilings, wall hangings, and room dividers.)

Kappelman, Murry. What Your Child is All About. New York, New York: Readers Digest Press, 1975. 223 pp. ($7.95, 1.p. Children's diseases; care and hygiene of children.)

Katz, Lilian G. Ethical Issues in Working with Young Children. Urbana, Illinois: Educational Resources Information Center/Early Childhood Education, 1977. ($1.50, 1.p. Developing a code of ethics for early childhood practitioners.)

Lambert, Paul. The ABC's of Child Care Work in Residential Care: The Linden Hill Manual. New York, New York: Child Welfare League of America, 1977. 76 pp. ($3.95, 1.p. Child care fundamentals, sensitive issues in child care, the family, day-by-day routines, and common sense fundamentals.)

Landreth, Catherine. Preschool Learning and Teaching. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1972. 193 pp. ($5.95, 1.p. Individual differences in learners; learning process; specific teaching techniques, strategies, and curricular content.)

Langford, Louise M., and Rand, Helen Y. Guidance of the Young Child. 2nd ed. New York, New York: John Wiley and Sons, Inc., 1975. 281 pp. ($10.95, 1.p. Characteristics of a good nursery school; types and techniques of guidance; personality; physical, social, and language development; clothing; toileting; sleeping; eating; meaning and value of play; use of creative media; use of stories, poems, music records; nature and science experiences; and working with the handicapped child.)

Learning Materials Notebook. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1974. 64 pp. ($2.00, 1.p. Suggested designs and materials for homemade equipment, toys and supplies for use with preschool children--both indoors and outdoors.)

Leeper, Sarah H. et al. Good Schools for Young Children: A Guide for Working With Three-, Four-, and Five-Year-Old Children. 3rd ed. New York, New York: Macmillan Publishing Company, Inc., 1974. 496 pp. ($13.95, 1.p. Why schools for young children, the curriculum--planning and teaching, and organizing programs in schools for young children.)

Lidstone, John. Self-Expression in Classroom Art. Worcester, Massachusetts: Davis Publications, Inc. 96 pp. ($3.95, 1.p., paperback. Sixteen imaginative activities using inexpensive familiar materials creatively.)

MacEwan, Phyllis T. Liberating Young Children From Sex Roles: Experiences in Day Care Centers, Play Groups, and Free Schools. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1972. 22 pp. ($0.50, 1.p. Sex stereotyping and the possibilities of breaking out to more freedom for children to develop their full human potential.)

Machado, Jeanne M. Early Childhood Experiences in Language Arts. Albany, New York: Delmar Publishers, 1975. 176 pp. ($6.00, 1.p. Language development in the young child: listening skills, speaking, written communication, and reading.)

McNeill, Earldene; Allen, Judy; and Schmidt, Velma. Cultural Awareness for Young Children. Dallas, Texas: CAYC--Learning Tree, 1976. 242 pp. ($10.95, 1.p. Background information and learn-by-doing activities to help 3-to 6-year-olds explore the family living (including cooking), nature and science, creative expression (art, music, dance), games and language of six cultural groups: Africans and Black Americans, cowboys, Eskimos, Mexicans and Mexican-Americans, Native Americans, and Orientals.)

Mandell, Muriel, and Wood, Robert E. Make Your Own Musical Instruments. Rev. ed. New York, New York: Sterling Publishing Company, Inc., 1959. 182 pp. ($4.95, 1.p. Rhythm sticks, blocks and scrapers; shakers and rattles; castanets, triangles, cymbals; bells, chimes, and marimbas; drums; skin drums; strings; and odds and ends.)

Martin, Beatrice D. Teaching Young Children. Albany, New York: Delmar Publishers, 1975. 170 pp. ($4.50, s.p. How children learn, staffing and curriculum, teacher effectiveness, evaluation, interstaff relationships, parent involvement, finding a job, professional development, growth of early childhood education, and status of assistant teacher.)

Matterson, Elizabeth M., comp. Games to Play With The Very Young: A Treasury of Nursery Songs and Finger Plays. New York, New York: McGraw-Hill Book Company, 1971. 206 pp. ($4.95, 1.p. Games and activities for the very young.)

Mayesky, Mary; Newman, Donald; and Wlodkowski, Raymond J. Creative Activities for Young Children. Albany, New York: Delmar Publishers, 1975. 185 pp. ($6.00, 1.p. Activites to encourage creativity; esthetic experiences; relationship of art to total development; arts and crafts program; play and play activites; planning, presenting, and supervising to encourage creativity. Each unit has stated objectives, a review, and answers.)

Orost, Jean H., et al. Threshold Early Learning Library. New York, New York: Macmillan Publishing Company, Inc., 1970-73. Approximately 110-246 pp. each. ($7.95, 1.p., each volume. Eight volumes; Vol. 1: Perceptual and Organizing Skills; Vol. 2: Mathematical Skills and Scientific Inquiry; Vol. 3: Language Skills and Social Concepts; Vol. 4: Music and Movement Improvisations; Vol. 5: Art Experiences for Young Children; Vol. 6: Creative Dramatization; Vol. 7: Physical Skills for Young Children; Vol. 8: Health and Safety for Young Children.)

Osmon, Fred Linn. Patterns for Designing Children's Centers. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1973. 128 pp. ($2.95, 1.p. Using space efficiently in day care centers.)

Perry, Natalie. Teaching the Mentally Retarded Child. 2nd ed. New York, New York: Columbia University Press, 1974. 282 pp. ($15.00, 1.p. Home-school relationships, the trainable child and his teacher, physical development, self-care, self-expression, music, language, understanding of the environment, crafts, work, group projects, school-community relationships.)

Preschool Equipment for a Multi-Use Center. Westfield, Massachusetts: Stone Mountain Education Projects, Inc., 1975. 32 pp. ($3.00, 1.p. Plans for equipment.)

Program Planning Aids For Day Care Centers. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1972. 72 pp. ($3.50, 1.p. Discipline; field trips; books, records, and song; fingerplay, inexpensive homemade equipment, things to do and make.)

Read, Katherine A. The Nursery School: A Human Relationships Laboratory. 5th ed. Philadelphia, Pennsylvania: W.B. Saunders Company, 1976. 394 pp. ($9.50, 1.p. Nursery school description, helping children in routine and new experiences, helping children with feelings, observing and guiding growth, and working with parents.)

Read, Katherine A. The Nursery School: Human Relationships and Learning. Philadelphia, Pennsylvania: W.B. Saunders Company, 1976. 394 pp. ($9.50, 1.p. Implementing effective programs of cognitive, social, and emotional learning for three to six year olds.)

Recreation for the Mentally Retarded. Atlanta, Georgia: Southern Regional Education Board, 1964. 199 pp. ($3.50, 1.p. Need for recreation, role of attendant in providing recreation, selecting activities to fit the retarded, and suggested activities.)

Richardson, J. Lynne, and Garfield, Nancy. Education for Parenthood: Child Development Guide. New York, New York: Girl Scouts of the U.S.A., 1973. 116 pp. (Free. Observing and working with children; choosing activities and projects; collecting own evidence in child development; creating projects and putting them into action; sharing experiences and ideas with children, adults, and teens.)

Roupp, Richard, et al. Day Care Guide for Administrators, Teachers and Parents. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1973. 369 pp. ($12.50, 1.p. People involved in child care--children, staff, directors, boards and parents; basic program components--education, nutrition, health and supplemental services; operating and start up costs of day care; and case studies of four different day care programs.)

The Scrap Book: A Collection of Activities for Preschoolers. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1972. 138 pp. ($2.50, 1.p. Games, simple gardening, arts, crafts, perception stimulation, preparation and sensing of foods, simple exercises, and play for 3 to 5 year olds.)

Seefeldt, Carol. A Curriculum for Child Care Centers. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1974. 281 pp. ($9.95, 1.p. Practical guidelines for scheduling, developing learning opportunities through play, along with theoretical framework for approach.)

Smart, Mollie S., and Smart, Russell C. Preschool Children: Development and Relationships. New York, New York: Macmillan Publishing Company, Inc., 1973. 356 pp. ($5.95, 1.p., paperback. Personality and the body; intellectual development; role of play in development; socialization--interaction and results; and an overview of human life and growth.)

Smith, Judith M., and Smith, Donald E. Child Management: A Program for Parents and Teachers. Rev. ed. Champaign, Illinois: Research Press Company, 1976. 144 pp. ($3.95, 1.p., paperback. Parent and teacher as models for the child, weighing alternatives and their consquences, making wise decisions, and building a solid repertoire of moral actions.)

Spodek, Bernard. Early Childhood Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 280 pp. ($6.95, 1.p., paperback. Case for early childhood education; curriculum models in early childhood education; sources of early childhood curriculum; the open school; preschool education; the behavior analysis classroom; observations on the use of direct instruction with young disadvantaged children; and a skill development curriculum for 3, 4, and 5 year-old disadvantaged children.)

Sprung, Barbara. Non-Sexist Education for Young Children: A Practical Guide. New York, New York: Citation Press, 1975. 115 pp. ($3.25, 1.p. Background of the non-sexist child development project, involving parents, creating non-sexist environments, early education programs, and non-sexist materials.)

Standard First Aid and Personal Safety. Washington, D.C.: American National Red Cross, 1973. 268 pp. ($1.95, 1.p., soft cover; $3.50. 1.p., hard cover. Order from: Doubleday and Company, Inc. Facts of health and disease, rehabilitation and self-help in order to develop patient independence, mother and baby care, disaster nursing, care of the aged or chronically ill, and home emergencies.)

Stein, Susan M., and Lottick, Sarah T. Three, Four, Open the Door: Creative Fun for Young Children. Chicago, Illinois: Follett Publishing Company, 1971. ($3.96, s.p. Developmental activities: painting and sculpting, making toys, conducting scientific experiments, and playing games.)

Stone, Jeannette G. Play and Playgrounds. Washington, D.C.: National Association for the Education of Young Children (NAEYC), 1970. 72 pp. ($6.50, 1.p. New perspectives for the development of playgrounds; and observations of children as they use space and materials in their play.)

Sutherland Learning Associates, Inc. Child Care. Nutley, New Jersey: Rocom Press, 1975. 173 pp. ($5.95, 1.p. Care of children: feeding, growth and development, toilet training, accident prevention, immunizations, allergy, respiratory problems, temperature, the fussy baby, troubles in the digestive tract, eyes, medication and treatment.)

Taetzsch, Sandra, and Taetzsch, Lyn. Preschool Games and Activities. Belmont, California: Fearon Publishers, Inc., 1974. 110 pp. ($3.00, 1.p. Developing skills and concepts which will make the transition from preschool to school easier; areas include: the child's world, table games, physical activities, numbers, letters and crafts.)

Taylor, Barbara J. A Child Goes Forth: A Curriculum Guide for Teachers of Preschool Children. Rev. ed. Provo, Utah: Brigham Young University Press, 1975. 216 pp. ($9.95, 1.p. Planning the preschool curriculum; creative expression; language, stories, and books; music movement, sound, and rhythm; science; prestory activities; excursions; special occasions; outdoor equipment; food experiences and recipes; mathematics; and guidance techniques for teachers and parents.)

Taylor, Barbara J. When I Do, I Learn. Provo, Utah: Brigham Young University Press, 1974. 180 pp. ($9.95, 1.p. Preschool activities, creative activities, and seat work.)

Thomas, M. Angele, ed. Hey, Don't Forget About Me: Education's Investment in Severely Profoundly Handicapped. Reston, Virginia: The Council for Exceptional Children, 1976. 208 pp. ($7.50, 1.p. Infant identification, role of the parent, public school programs, developing curricula, and the role of the teacher and educational synthesizer.)

Thorum, Arden R. Instructional Materials For The Handicapped: Birth Through Early Childhood. Salt Lake City, Utah: Olympus Publishing Company, 1976. 198 pp. ($7.50, 1.p. Desirable characteristics of toys and games, instructional kits, and curriculum guides which may be used with the young handicapped child; and an annotated bibliography indicating where such materials may be obtained.)

Todd, Vivian E. The Aide in Early Childhood Education. New York, New York: Macmillian Publishing Company, Inc., 1973. 224 pp. ($8.50, l.p. Duties of an aide, helping children learn daily routines, creative enrichment month by month, guiding perception, reinforcing basic concepts, encouraging command of space and quantity, reading flannel board ideas, and cooperating with parents and teachers.)

Todd, Vivian E., and Heffernan, Helen. The Years Before School: Guiding Preschool Children. 2nd ed. New York, New York: Macmillian Publishing Company, Inc., 1977. 724 pp. ($13.95, l.p. Groups for American preschool children, the curriculum for the preschool group, participation in the preschool group.)

Vaughan, Gerard. A Pictorial Guide to Common Childhood Illnesses: Mummy I Don't Feel Well. New York, New York: St. Martin's Press, Inc., 1972. 176 pp. ($9.95, l.p. Order from Day Care and Child Development Council of America, Inc. Detailed information and photos in color to recognize and know how to handle most common childhood illnesses; height, weight, growth, teeth and charts; how to handle emergencies; coding recommends when children should be taken to doctor.)

Vinton, Iris. The Folkways Omnibus of Children's Games. New York, New York: Hawthorn Books, Inc., 1974. 320 pp. ($3.19, s.p. How to play games and the related history and lore of the games.)

S Westlake, Helen Gum, and Westbrook, Mae. Children: A Study in Individual Behavior. Columbus, Ohio: Ginn and Company, 1973. 384 pp. ($5.97, l.p.; $2.10, l.p., teacher's guide. Social, familial, parental, and genetic factors in individual development, infancy through young adulthood; and child development theories. G: 10.)

Wills, Clarice, and Lindberg, Lucile. Kindergarten for Today's Children. Chicago, Illinois: Follett Publishing Company. 401 pp. ($7.00, s.p. Social change and kindergarten, planning and organizing for today's kindergarten, education for space-age living, creativity in kindergarten, promoting physical and mental health, evaluation, interpretation, and cooperation.)

Winters, Stanley A., and Cox, Eunice W. Competency Based Instruction for Exceptional Children. Springfield, Illinois: Charles C. Thomas, 1975. 144 pp. ($12.50, l.p. Competency-based curricula modules geared to meeting the needs of students with learning disabilities.)

Wylie, Joanne, ed. A Creative Guide for Preschool Teachers. Rev. ed. Indianapolis, Indiana: Bobbs-Merrill Company, Inc. 175 pp. ($6.90, l.p., paperback; $14.00, l.p., hardcover. The child and the school, parents and the school, physical environment, dramatic play, language arts, arts and crafts, music, mathematics, science, health, and manipulative materials.)

Yawkey, Thomas Daniels, and Aronin, Eugene L. Activities for Career Development in Early Childhood Curriculum. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976. 210 pp. ($6.95, l.p. Career development and educational programs for young children, socialization approach to teaching young children, curriculum and instructional techniques based upon and derived from subject disciplines and academic content.)

PAMPHLETS

Andrews, J.D., ed. One Child Indivisible. Washington, D.C.: National Association for the Education of Young Children (NAEYC), 1975. 283 pp. ($5.25, 1.p. Involvement of men; minority concerns; children's feelings; cognitive tests; and factors affecting children's social, emotional, physical, and intellectual growth and development.)

Bathroom Hazards. Rev. ed. Chicago, Illinois: National Safety Council, 1976. 4 pp. ($0.68, 1.p., each; minimum order of ten. Precautions against bathroom accidents such as electric shock, falls, burns, drownings, cuts and poisons; also includes general safety tips to prevent bathroom accidents.)

Buchan, L. Gerald. Roleplaying and the Educable Mentally Retarded. Belmont, California: Fearon Publishers, 1972. 60 pp. ($2.50, 1.p. The EMR in the classroom, the roleplaying experience, roleplaying techniques and procedures, and roleplaying situations.)

Building a Playground. Newton, Massachusetts: Education Development Center. n.p. ($1.00, 1.p. Building and designing a playground.)

Building With Cardboard. Newton, Massachusetts: Education Development Center. n.p. ($1.00, 1.p. Diagrams and directions for building classroom furniture, playthings, and playground equipment from simple inexpensive or free materials.)

Building With Tires. Newton, Massachusetts: Education Development Center. n.p. ($1.50, 1.p. Diagrams and directions for building classroom furniture, playthings, and playground equipment from simple, inexpensive or free materials.)

Building With Tubes. Newton, Massachusetts: Education Development Center. n.p. ($1.00, 1.p. Diagrams and directions for building classroom furniture, playthings, and playground equipment from simple, inexpensive or free materials.)

Children at Risk: The Growing Problem of Child Abuse. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1972. 27 pp. ($1.75, 1.p. How to recognize an abused child--both sociologically and physically; what to do legally (New York laws) and/or personally; and preventive role of care.)

Cooking and Eating With Children--A Way To Learn. Washington, D.C.: Association for Childhood Education International, 1974. 48 pp. ($2.50, 1.p. Need for healthful foods, importance of eating with children in a relaxed climate, and a recipe section.)

Crowe, Natalie D., and Pine, Barbara A. Family Day Care. Ithaca, New York: New York State College, 1976. 26 pp. (Free. Multifaceted community based educational and support program for family day care.)

Dashe, Marilyn, ed. Children With Special Problems: A Manual for Day Care Centers. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1972. 22 pp. ($2.50, 1.p. Children with delayed development, children with orthopedic and medical problems, children with speech and hearing problems, children with visual impairment, when a child with a special problem applies for admission to the day care center, when problems arise after the child has been admitted, and special programs for observation.)

Fogarino, Shirley, and Reynolds, Amy. Careers in Child Care. Washington, D.C.: The Day Care and Child Development Council of America, 1974. 17 pp. ($1.25, 1.p. Employment outlook in child care, different kinds of day care facilities, and investigating a career in child care.)

Gordon, Ira J. Children's Views of Themselves. Washington, D.C.: Association for Childhood Education International, 1972. 40 pp. ($2.00, 1.p. Children's feelings and ego-building needs and the development of sensitivity in adults.)

Granato, Sam, and Krone, Elizabeth. Day Care: Serving Children With Special Needs. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1972. 73 pp. ($2.25, 1.p. Children with special needs, staff in your program, parents in your program, program guidelines, and ways to help children with special needs.)

Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes. Washington, D.C.: Association for Childhood Education International, 1976. 32 pp. ($1.00, 1.p. Examination of questions/concerns with suggestions for meaningful response, building positive futures.)

Kindergarten Portfolio. Washington, D.C.: Association for Childhood Education International, 1970. n.p. ($2.00, 1.p. Fourteen leaflets on attitudes, environment, teacher-child-principal relationships, the program, parental involvement, and bibliography.)

Larkin, Timothy. Food Additives and Hyperactive Children. Washington, D.C.: U.S. Government Printing Office, 1977. 3 pp. (Free. Order from: U.S. Department of Health, Education, and Welfare. Reprinted from FDA Consumer; artificial colors, flavors, and hyperactivity.)

Minimum Standards for Day Care Centers. Austin, Texas: Texas Department of Public Welfare, 1974. 64 pp. (Free. Organization and administration; personnel; building, grounds, and equipment; fire, sanitation, and safety; physical health; food service and nutrition; and program.)

Play: Children's Business. Washington, D.C.: Association for Childhood Education International, 1974. 56 pp. ($2.95, 1.p. Importance of learning through play, play for the convalescent child, and a toy/play materials guide.)

Preschool Guide. Rev. ed. Denver, Colorado: Colorado Association of Future Homemakers of America, 1970. 90 pp. ($3.00, 1.p. The preschool age child, the preschool program, preschool staff and its responsibilities, play and play equipment, music, stories and poetry, art experiences, parent-teacher cooperation, and licensing.)

Preventing Childhood Poisonings. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1973. 5 pp. (Free, single copy. Preventive measures to protect children from accidental poisonings.)

Scriptographic Booklets for Preschool Programs. Greenfield, Massachusetts: Channing L. Bete Company, Inc., 1976. 15 pp. each. ($0.50, 1.p., single copies; quantity prices available. Ten booklets. First Aid, Shots for Tots, Your Child Entering School, Child Safety, Poison and You, When Your Child is Ill, Baby Sitting, Halloween Safety, Your Child's Potential To Learn, and Play Safely.)

Some Ways of Distinguishing a Good Early Childhood Program. Rev. ed. Washington, D.C.: National Association for the Education of Young Children, 1975. 8 pp. ($0.25, 1.p., each, 1-24 copies; $0.10, 1.p., each, 25-100 copies; $0.05, 1.p., each, over 100 copies. Eighteen points to help parents select a good early childhood program.)

Super Me-Super You. Rockville, Maryland: National Coordinating Council on Drug Education, 1977. 53 pp. (Free. Order from: Superintendent of Documents, U.S. Government Printing Office. Bilingual activity book for young children.)

Swenson, Janet P. Alternatives in Quality Child Care. Washington, D.C.: Day Care and Child Development Council of America, Inc., 1972. 80 pp. ($4.75, 1.p. Types of day care programs, degrees of parent involvement, community and family impacts, programs for infants, school-age and special problem children as well as preschoolers.)

Texas School Immunization Law. Rev. ed. Austin, Texas: Texas Department of Health, 1977. 7 pp. (Free up to 10 copies. Section 2.09 of the Texas Education Code, provisional enrollment, students included in requirements, exclusions from compliance, required immunizations, school records and transfer of records.)

Upchurch, Beverly. Easy-To-Do-Toys and Activities for Infants and Toddlers. Washington, D.C.: Day Care and Child Development Council of America, Inc. 1971. 42 pp. ($1.50, 1.p. Homemade toys, activities, records, action songs and rhymes, mobiles and wall decorations; listing of materials; how to organize them; and where to get them.)

PAMPHLET SOURCES

American Dental Association, Order Section PTLA 74, 211 East Chicago Avenue, Chicago, Illinois 60611

Johnson and Johnson Baby Products Company, The Consumer and Professional Services Department, New Brunswick, New Jersey 08903

Local county extension agent.

National Dairy Council, Nutrition Education Division, 111 North Canal Street, Chicago, Illinois 60606

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611

Play Schools Association, Inc., 120 West 57th Street, New York, New York 10019

Ross Laboratories, Columbus, Ohio 43216

PERIODICALS

Childhood Education. Washington, D.C.: Association for Childhood Education International. ($18.00, 1-year subscription. Published bi-monthly.)

Children Today. Washington, D.C.: Superintendent of Documents, Government Printing Office. ($6.10, 1-year subscription; $1.00, single copy. Published bi-monthly. Federal, state, and local services for children, child development, health and welfare laws, and information pertinent to child welfare in the United States.)

Co-ed. Englewood Cliffs, New Jersey: Scholastic Magazines, Inc. ($8.00, 9 issues. Published monthly--September to May/June, August. Special features on child development; intellectual, social, emotional, and physical aspects of teenage girls; food preparation; fashion: to make, to buy; housing; and money management.)

Day Care and Early Education. Morningside Heights, New York: Behavioral Publications. ($9.94, individuals, yearly; $15.00, institutions, yearly. Published twice monthly. Professional guidance on instructional methods and materials, child development trends, funding and administrative issues, program planning the politics of day care, night care, parental participation, personnel development, and standards.)

Dimensions. Little Rock, Arkansas: Southern Association on Children Under Six. ($5.00 per year. Published quarterly. Objectives, learning experiences, and materials for activities in the classroom.)

Family Health. New York, New York: Family Health Magazine, Inc. ($5.97, 1-year subscription; $1.00, single copy. Published monthly. Special features on pregnancy, child birth, baby care, and all aspects of child development, and family nutrition.)

Forecast. Englewood Cliffs, New Jersey: Scholastic Magazines, Inc. ($8.00, 9 issues. Published monthly--September to May/June. Co-ed magazine. Teaching techniques, special features, clothing and textile arts, health and grooming, food and nutrition, home furnishings and equipment, careers, crafts, personal development, and consumer awareness.)

Future Homemaker. Austin, Texas: Texas Education Agency. ($0.20, a year. Available only to Texas FHA. Published four times a year-August, October, January, May. Highlights from homemaking programs in Texas.)

Good Housekeeping. New York, New York: Hearst Corporation. ($8.97, 1-year; $16.97, 2-year; and $24.97, 3-year subscription. Published monthly. Care of children, home furnishings, food, beauty, health, needlework, fashions, home building, decorating, diet and nutrition.)

Illinois Teacher of Home Economics. Urbana, Illinois: Illinois Teacher, University of Illinois. ($7.50, 1-year subscription. Published five times during academic year. Teaching techniques and curriculum ideas.)

Ladies' Home Journal. New York, New York: Downe Publishing Company, Inc. ($5.94, 1-year subscription; $9.00, 2-year subscription; $0.75, single copy. Published monthly. Food and equipment, fashions and sewing, health and beauty, home furnishings, decorating and crafts.)

Parent's Magazine and Better Homemaking. Bergenfield, New Jersey: Parents' Magazine Enterprises, Inc. ($6.95, 1-year subscription; $0.75, single copy. Published monthly. Child rearing and family health, family food, family home, family fun, and special features.)

Penney's Forum. New York, New York: J.C. Penney Company, Inc. (Free, distributed by managers of J.C. Penney Stores, bi-annually. Curriculum ideas; teaching techniques; and special features such as value clarification, consumerism, interpersonal relationships, attitudes, behavior, human potential, and other information for educators.)

Sesame Street Magazine. Poughkeepsie, New York: Children's Television Workshop. ($5.00, 1-year subscription. Order from: Sesame Street Magazine. Learning activities and games for children.)

Teen Times. Washington, D.C.: Future Homemakers of America. ($3.00, 1-year subscription; $0.75, single copy. Published quarterly--September, November, January, and March. In-depth projects to meet goals, using articles as teaching tools, career information, and member idea exchange.)

Texas Day Care. Austin, Texas: Texas State Department of Public Welfare. (Free. Published quarterly. Stories, music, and activities for children.)

Tips and Topics. Lubbock, Texas: Texas Tech Universtiy. ($4.00, quarterly. Order from: Tips and Topics. Teaching ideas and information on current trends in the field of home economics.)

What's New in Home Economics. Philadelphia, Pennsylvania: North American Publishing Company. ($29.00, 15 issues. Order from: What's New in Home Economics. Published monthly--May, September, and December; twice-monthly--January, February, March, April, October, November. Special features on child development, consumer education, nutrition, clothing and textiles, housing, and money management; critique of new educational materials and teaching techniques.)

Young Children. Washington, D.C.: National Association for the Education of Young Children. ($12.00, 1-year subscription. Published bi-monthly--November, January, March; May, July, September. Current issues in the education of young children.)

PERIODICAL SOURCES

School library and local newsstand

TEACHING AIDS

The Battered Child Syndrone. Garden Grove, California: Trainex Press, 1972. ($75.00, 1.p., purchase. One filmstrip, color, sound 15 minutes, cassettes. Legal responsibilities, the pattern of abuse, the battered child, the battering parent, parental solutions, abuse detection, and preventive measures.)

Bilingual Education for Children: An ERICK Abstract Bibliography. Urbana, Illinois: Educational Resources Information Center/Early Childhood Education (ERIC/ECE), 1977. 43 pp. ($2.75, 1.p. Bilingual programs, policy questions, testing, legislation and other topics related to the bilingual education of preschool and elementary children.)

The Black Experience in Children's Audio-Visual Materials. New York, New York: The New York Public Library--Office of Branch Libraries, 1973. ($1.00, 1.p. Books, films, and records on the black experience.)

The Black Experience in Children's Books. New York, New York: The New York Public Library--Office of Branch Libraries, 1974. ($2.50, 1.p. Books on the black experience.)

Borinquen. New York, New York: The New York Public Library--Office of Branch Libraries, 1974. ($3.00, 1.p. Bilingual list of books, films and records on the Puerto Rican experience.)

Bringing Up Children: A How To Guide for Parents and Caregivers. New York, New York: Parents' Magazine Films, Inc., 1976. ($65.00, 1.p., purchase, each set; $220.00, 1.p., purchase, complete series of four sets. Each set has five filmstrips, color, sound, average 60 frames each, 12" LP record or three cassettes, five audio script booklets and discussion guide. Set 1: Feeding To Nourish and Love; Set 2: Bathing, Dressing and Toilet Training; Set 3: Health Care; Set 4: Day to Day With Your Child.)

CAPIT Toy Catalog. Portland, Oregon: Northwest Regional Educational Laboratory, 1975. 45 pp. ($2.95, 1.p. Commercially available toys and games, appropriate age levels, and suggested ways the item can be used to develop particular skills.)

Careers in Child Care and Youth Guidance. Altoona, Pennsylvania: Butterick Publishing, 1975. ($72.00, 1.p., purchase. Four filmstrips, color, sound, 10 minutes, cassettes or records, teacher's guide. Social Service for Children, Guidance and Special Education, Health Care for Children, Getting from Here to There.)

Child Care. New York, New York: Butterick Publishing, 1977. ($275.00, 1.p., purchase, series; $85.00, 1.p., purchase, each program. Four programs of four filmstrips and 12 spirit masters, color, sound, teacher's guide. Program 1: Planning for Parenthood, Health of Mother and Child During Pregnancy, Important Decisions, The Hospital Experience; Program 2: Daily Care of the Infant, Food and Nourishment, The Healthy Infant, An Environment for Growth and Stimulation; Program 3: Physical Development and Needs, Clothing and Personal Care, The Healthy Toddler, Environment, Safety, and Play; Program 4: Physical Development and Needs, Care and the Development of Self-Care Skills, The Healthy Preschooler, Play and Learning.)

Child Care and Development. New York, New York: McGraw-Hill Films, 1971. ($58.00, 1.p., purchase, each set, with records; $66.00, 1.p., purchase, each set, with cassettes. Two sets, four filmstrips each, color, sound, approximately 6 minutes each. Set 1: Food Needs of Children, Clothing Needs of Children, Children's Play, and Caring for Children: An Important Job; Set 2: Discipline and Punishment, Influences on Children Anxieties of Children, and Intellectual Development of Children.)

Child Development. Altoona, Pennsylvania: Butterick Publishing, 1976. ($275.00, 1.p., purchase, series of four programs; $85.00, 1.p., purchase, each program. Sixteen filmstrips, color, sound, 10 minutes, cassettes or records, teacher's guide, spirit masters. Program 1; The Infant: Conception to Birth, Birth to Six Months, Six Months to One Year, One Year to Two Years; Program 2; The Toddler: Responsibility and Self-Reliance, Play and Playmates, Language, Thought; Program 3; The Preschooler: Social Relations and Play, Emotional Development, Language, Thought; Program 4; The School Age Child: The Child at School, Thought and Intelligence, Emotional Development, Social Development.)

Child Development and Child Health. New York, New York: Parent's Magazine Films, Inc. ($65.00, 1.p., purchase, each set; $220.00, 1.p., purchase, complete series of four sets. Each set has five filmstrips, color, sound, average 60 frames each, 12" LP record or three cassettes, five audio script booklets and discussion guide. Set 1: Food and Nutrition; Set 2: Health and Safety; Set 3: Play and Self-Expression; Set 4: Love and Identity.)

Children In Crisis. New York, New York: Parent's Magazine Films, Inc., n.d. ($53.00, 1.p., purchase, each set/record; $58.00, 1.p., purchase, each set/cassettes; $180.00, 1.p., purchase, series of four sets with records; $200.00, 1.p., purchase, series of four sets with cassettes. Each set has five filmstrips, 12" LP record or three cassettes, five audio script booklets and discussion guide. Set 1: Child Abuse and Neglect; Set 2: Death; Set 3: Illness; Set 4: Divorce and Separation.)

Children With Handicaps, Families Who Care. New York, New York: Parent's Magazine Films, Inc. ($65.00, 1.p., purchase, each set; $220.00, 1.p., purchase, complete series of four sets. Each set has five filmstrips, color, sound, average 60 frames each, 12" LP record or three cassettes, five audio script booklets and discussion guide. Set 1: Support From The Family; Set 2: Support From Educators; Set 3: Support From the Community; Set 4: Support From the Helping Professions.)

Conflicts Between Parents and Children. New York, New York: Parent's Magazine Films, Inc. ($65.00, 1.p., purchase, each set; $220.00, 1.p., purchase, complete series of four sets. Each set has five filmstrips, color, sound, average 60 frames each, 12" LP record or three cassettes, five audio script booklets and discussion guide. Set 1: Daily Disagreements; Set 2: Parents Expect...Children Want; Set 3: Strange New Places: Laughter or Fears; Set 4: From Me to We: Growing Up With Others.)

Conwell, Mary K., and Belpre, Pura. Libros en Espanol. An Annotated List of Children's Books in Spanish. New York, New York: The New York Public Library--Office of Branch Libraries, 1971. ($0.50, 1.p. List of more than 200 children's books in Spanish with brief annotations in both English and Spanish; many titles are grouped by reading level.)

The Daily Curriculum Guide: A Preschool Program for the Spanish-Speaking Child. Austin, Texas: Dissemination Center for Bilingual/Bicultural Education, 1975. ($24.00, 1.p., complete set; $3.75, 1.p., each volume; $4.00, 1.p., Daily Curriculum Supplement; $1.25, 1.p., cassette tape of songs. One resource kit, ditto masters, flannel patterns. Daily lessons are outlined in both English and Spanish; Daily Curriculum Supplement contains recipes, games, poems, etc.; and cassette tape features songs that appear in the lessons; Volumes are: Year I, weeks 1-10; Year I, weeks 11-20; Year I, weeks 21-30; Year II, weeks 1-10; Year II, weeks 11-20; Year II, weeks 21-30.)

Dick and Jane As Victims. Princeton, New Jersey: Women on Words and Images, n.d. ($35.00, 1.p., rental; $300.00, 1.p., purchase. One-hundred forty slides, 25 minutes, cassette. Sex role stereotyping in children's readers.)

Emotional Development: Aggression. Westminster, Maryland: CRM Educational Films, 1973. ($5.75, 1.p., rental. Order from: Brigham Young University Press. One 16 mm film, color, sound, 20 minutes. Act[illegible] aggression analysis of action, reaction of teacher, and relationship between individual aggression and collective aggression.)

Even Love Is Not Enough, Children With Handicaps. New York, New York: Parent's Magazine Films, Inc. ($65.00, 1.p., purchase, each set; $220.00, 1.p., purchase, complete series of four sets. Each set has five filmstrips, color, sound, average 60 frames each, 12" LP record or three cassettes, five audio script booklets and discussion guide. Set 1: Behavioral and Emotional Disabilities; Set 2: Physical Disabilites; Set 3: Intellectual Disabilities; and Set 4: Educational and Language Disabilities.)

Everyday Problems of Young Children. New York, New York: Parent's Magazine Films, Inc. ($53.00, 1.p., purchase, with record; $58.00, 1.p., purchase, with cassettes. Five filmstrips, color, sound, average-60 frames, script, discussion guide. When Children Disobey, When Children are Aggressive, When Children Do Worrisome Things, When Children are Afraid, and When Children Begin School.)

How an Average Child Behaves Ages 1 Through 5. New York, New York: Parent's Magazine Films, Inc., n.d. ($39.00, 1.p., purchase, with records; $48.00, 1.p., purchase, with cassettes. Five filmstrips, color, sound, average-26 frames, script, discussion guide. Basic areas of growth, and how different facets are related in total development during the vital early years.)

Language Development. Westminster, Maryland: CRM Educational Films, 1973. ($5.75, 1.p., rental. Order from: Brigham Young Universtiy Press. One 16 mm film, color, sound, 20 minutes. Inherent abilities, environmental determinants, and Naom Chomsky's theory---since all children develop language in same sequence, the human mind is genetically pre-programmed to process the kinds of information needed to create language.)

Materials List: A Useful List of Classroom Items That Can Be Scrounged or Purchased. Newton, Massachusetts: Education Development Center, Inc., n.d. ($1.00, 1.p. Free and inexpensive materials for the classroom and their sources.)

Me, Myself, and I: How Preschoolers See Themselves. New York, New York: J.C. Penney Company, Inc., 1973. ($16.50, 1.p.; $0.50, 1.p., each additional puppet. One resource kit, picture cards, records, puppets, and flannel board objects. Helping preschoolers see themselves as worthy, trusting, responsive, and creative persons; and helping people living and working with preschoolers gain understanding and confidence in handling them.)

No Crystal Stair. New York, New York: The New York Public Library, Office of Branch Libraries, 1971. ($2.00, 1.p. A bibliography of black literature.)

Safe-Toy Environments. New York, New York: J.C. Penney Company, Inc., 1975. ($6.00, 1.p., purchase. One filmstrip, color, sound cassette. Role of toys in child's physical, sensory, mental, emotional and social growth; and selection and evaluation of toys.)

Special Children, Special Needs. Bloomington, Indiana: Indiana University, 1973. ($9.25, 1.p., rental, color, sound, 22 minutes. Special education for mentally and/or physically handicapped children, individual help according to his/her needs, and examples of specially designed educational materials.)

Teacher Idea Exchange: A Potpourri of Helpful Hints. Reston, Virginia: The Council for Exceptional Children, n.d. ($5.00, 1.p. Teacher tested ideas on instructional materials and techniques presented in card format for easy filing.)

Teacher, Lester Bit Me! Newton, Massachusetts: Education Development Center, Inc. ($10.00, 1.p., rental; $105.00, 1.p., purchase. One 16 mm film, color, length; 9 minutes. Common difficulties of a preschool day and ways they might be solved.)

Three Year Olds Series. Newton, Massachusetts: Education Development Center, Inc. ($130.00, 1.p., rental of set; $910.00, 1.p., purchase of set; can be rented or purchased individually. Nine films, B/W, 9-34 minutes each. Pre-kindergarten children with a curriculum based on developmental needs: 1: Roof; 2: Rhythms; 3: Indoors; 4: Roof and Indoors; 5: Indoors; 6: Indoors; 7: Roof; 8: Indoors; 9: Rainy Day. Descriptions of individual films are available on request from the EDC Distribution Center.)

Understanding Early Childhood: Ages 1 Through 6. New York, New York: Parent's Magazine Press, n.d. ($53.00, 1.p., purchase, each set with record; $58.00, 1.p., purchase, each set with cassette; $180.00, 1.p., purchase, series with record; $200.00, 1.p., purchase, series with cassettes. Each set has five filmstrips, color, sound, average 50 frames, script, discussion guide. Set 1: The Child's Relationship With the Family; Set 2: Preparing the Child for Learning; Set 3: The Child's Point of View; and Set 4: The Development of Feelings in Children.)

Vignette Series. Newton, Massachusetts: Education Development Center, Inc. ($50,00, 1.p., rental of set; $330.00, 1.p., purchase of set; $10.00, 1.p., rental of one film. Six films, B/W, 9-12 minutes each. Observations of preschool-aged children in classrooms and situtations: chairs, injections, marble games, seven day itch, water play, and wall washing.)

With Pride To Progress: The Minority Child. New York, New York: Parent's Magazine Films, Inc. ($65.00, 1.p., purchase, each set; $220.00, 1.p., purchase, complete series of four sets. Each set has five filmstrips, color, sound, average 60 frames each, 12" LP record or three cassettes, five audio script booklets and discussion guide. Set 1: The Black Child; Set 2: The Puerto Rican Child; Set 3: The Chicano Child; Set 4: The Indian Child.)

TEACHING AID SOURCES

Association for the Aid of Crippled Children, Division of Publications, 345 E. 46th Street, New York, New York 10017

Changing Times Education Service, 1729 H. Street, N.W., Washington, D.C. 20006

Child-Study Association of America, Wel-Met, Inc., 50 Madison Avenue, New York, New York 10010

General Mills, Consumer Center, P.O. Box 1113, Minneapolis, Minnesota 55440

Johnson and Johnson Baby Products Company, Instructional Materials Laboratories, Inc., 200 Madison Avenue, New York, New York 10016

Local county extension agent

Local 3-M business products dealer

National Congress of Parents and Teachers, 700 North Rush Street, Chicago, Illinois 60611

National Dairy Council, Nutrition Education Division, 111 North Canal Street, Chicago, Illinois 60606

National Easter Seal Society for Crippled Children and Adults, Inc., 2023 West Ogden Avenue, Chicago, Illinois 60612

Social Studies School Services, 10,000 Culver Boulevard, Dept. 92, P.O. Box 802, Culver City, California 90230

Texas Department of Health Resources, Division of Public Health Education, Film Library, 410 East 5th Street, Austin, Texas 78701

PUBLISHER'S LIST

Academy Press Limited
176 West Adams Street
Chicago, IL 60603

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

American National Red Cross
501 Franklin Avenue
Garden City, NY 11530

Association for Childhood
Education International
3615 Wisconsin Avenue, NW
Washington, DC 20016

Behavioral Publications, Inc.
72 Fifth Avenue
New York, NY 10011

Bennett, Chas. A., Co., Inc.
809 West Detweiller Drive
Peoria, IL 61614

Bete, Channing L., Co., Inc.
45 Federal Street
Greenfield, MA 01301

Bobbs-Merrill Co., Inc.
4 West 58th Street
New York, NY 10019

Brady, Robert J., Company
Bowie, MD 20715

Brigham Young University Press
205 University Press Building
Provo, UT 84602

Brunner-Mazel, Inc.
64 University Place
New York, NY 10003

Burgess Publishing Company
7108 Ohms Lane
Minneapolis, MN 55435

Butterick Publishing
P. O. Box 1945
Altoona, PA 16603

CAYC--Learning Tree
9998 Ferguson Road
Dallas, Texas 75228

Child Welfare League of America
67 Irving Place
New York, NY 10003

Citation Press
50 West 44th Street
New York, NY 10036

Colorado Association of Future
Homemakers of America
Box 413
Johnstown, CO 80534

Columbia University Press
562 West 113th Street
New York, NY 10025

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Davis Publications, Inc.
50 Portland Street
Worcester, MA 01608

Day Care and Child Development
Council of America, Inc.
1012 14th Street, NW
Suite 1104
Washington, DC 20005

Delmar Publishers
50 Wolf Road
Albany, NY 12205

Dissemination Center for
Bilingual/Bicultural Education
6504 Tracor Lane
Austin, TX 78721

Doubleday and Co., Inc.
Institutional Department
245 Park Avenue
New York, NY 10017

Downe Publishing Company
641 Lexington Avenue
New York, NY 10022

Education Development Center, Inc.
Distribution Center
39 Chapel Street
Newton, MA 02160

Educational Resources Information
Center/Early Childhood Education
(ERIC/ECE)
805 West Pennsylvania Avenue
Urbana, IL 61801

Family Health Magazine, Inc.
545 Madison Avenue
New York, NY 10022

Fearon Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

Field Enterprises Educational
Corporation
510 Merchandise Mart Plaza
Chicago, IL 60654

Follett Publishing Company
Educational Division
1010 West Washington Boulevard
Chicago, IL 60607

Future Homemakers of America
National FHA/HERO Headquarters
2010 Massachusetts Avenue, NW
Washington, DC 20036

Ginn and Company
Xerox Education Center
191 Spring Street
Lexington, MA 02173

Girl Scouts of the U.S.A.
Program Department
830 Third Avenue
New York, NY 10022

Goodyear Publishing Company
15115 Sunset Boulevard
Pacific Palisades, CA 90272

The Growth Program
4914 Ashby Street, NW
Washington, DC 20007

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper and Row Publishers, Inc.
10 East 53rd Street
New York, NY 10022

Hawthorn Books, Inc.
260 Madison Avenue
New York, NY 10016

Hearst Corporation
717 Fifth Avenue
New York, NY 10022

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, NY 10017

Home Economics Instructional
Materials Center
Texas Tech University
P.O. Box 4067
Lubbock, TX 79409

Houghton Mifflin Company
Educational Division
1 Beacon Street
Boston, MA 02108

Illinois Teacher
351 Education Building
University of Illinois
Urbana, IL 61801

Indiana University
Audio-Visual Center
Bloomington, IN 47401

Institute of Modern Languages
2622-24 Pittman Drive
Silver Spring, MD 20910

Instructional Objectives Exchange
Distribution Center
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